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ABSTRACT

The Vocational Instructional Materials Acquisition System (VIMAS) was developed in Florida to facilitate the establishment of competency-based vocational programs through dissemination of instructional mateials. VIMAS is a comprehensive system of components which work interdependently from the identification of needs to the dissemination and diffusion of the products. System components include decision making; needs assessment and prioritization; search for existing materials or reproducing materials; dissemination and diffusion of materials; and evaluation and revision of the VIMAS system. Hundreds of vocational teachers and supervisors were involved in developing these components and defining the competency-based characteristics of the materials that were to be entered into the system. The system is geared to acquiring both curricular and instructional materials, which makes it possible to deliver comprehensive packages of materials that, with some modification for local needs, could form the basis for the core of an instructional program; such a core could eliminate a great deal of additional work to develop materials. A cost analysis of 10 VIMAS projects showed that Florida acquired materials which cost original developers $3,408,053 for $261,858 by using VIMAS procedures--approximately 7.5 percent of the cost of developing the materials. (KC)

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FACILITATING THE ESTABLISHMENT OF COMPETENCY-BASED VOCATIONAL PROGRAMS: FLORIDA'S VOCATIONAL INSTRUCTIONAL MATERIALS ACQUISITION SYSTEM

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of the

American Vocational Association

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Facilitating Competency-Based Vocational Programs : Florida's Vocational Instructional Materials Acquisition System

Romeo M. Massey, Ora M. Krombout

The Center for Studies In Vocational Education, Florida State University

Data from five large development projects are presented to illustrate the need for the Vocational Instructional Materials Acquisition System's(VIMAS) multi-option acquisition procedures.

The seven VIMAS components are described as follows : 1) Decision Making; 2) Needs Assessment and Prioritization ; 3) Search for Existing Materials ; 4) Review, Selection, and Adaptation of Materials; 5) Buying Existing Materials or Reproducing Materials; 6) Dissemination and Diffusion of Materials; 7) Evaluation and Revision of the VIMAS System. Detailed procedures and supporting instruments are included.

A cost analysis of 10 VIMAS projects is presented. Approximately $3,418,053 was spent by original developers for materials which Florida acquired for $ 261,858 using VIMAS procedures, or approximately 7.5 percent of the cost of developing the materials.

ACKNOWLEDGEMENTS

The Vocational Instructional Materials Acquisition System (VIMAS) procedures described in this paper were developed and revised over a period of five years, using the experience gleaned from fifty-two projects. We would like to acknowledge the substantial contributions to the development and refinement of VIMAS by our colleagues Betty B. Bogusch, Hyoja Lee, Nancy S. Mengel, and Marvin D. Patterson. We would also like to acknowledge the contributions made to VIMAS by John Crittenden, our liaison with the Division of Vocational Education and all-around problem solver, and Robert Lathrop, Director of The Center for Studies in Vocational Education, both of whom helped conceptualize the system and gave us the strong support which made it possible to put the idea into practice.

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INTRODUCTION

In the early 1970's Florida's Division of Vocational Education (DVE), State Department of Education, made a policy decision which was to alter the course of vocational education in the state for years to come. The DVE decided to move towards competency-based vocational programs, and selected the acquisition and diffusion of competency-based curricular (teacher) and instructional (student) materials as a major strategy for getting this educational innovation adopted.

The need for "behavioral objectives" in competency-based education was well known by that time. Teachers all over the state had labored long and hard to develop the familiar three part objectives (condition, behavior, standard) for their programs. As a matter of fact, so much work had gone into "objectives workshops" over the previous half-decade, that many teachers cringed at the mention of the term! The major policy departure for the DVE was not the use of measurable outcomes for instruction, nor the introduction of the competency-based concept, but the fact that the Division made this the major programatic direction for the State's efforts in vocational education. DVE dedicated itself to making the appropriate changes in statewide program standards, facilities planning, vocational teacher education, and the acquisition of curricular and instructional materials necessary to make competency-based programs a reality.

The Vocational Division knew that the existing methods for acquiring materials were inadequate to serve as a vehicle for implementing such sweeping changes. Until this time, Florida had acquired curricular and instructional materials in much the same way as most states. Besides commercial publishers, the local educational agencies (LEAs) were assumed to be the primary developers of curricular and instructional materials.

Teachers and supervisors worked together during the school year, or at summer workshops, to produce the instructional and curricular materials necessary to conduct their programs. DVE supplemented the efforts of local agencies by funding special development projects, often in conjunction with the LEAs and university vocational teacher educators.

Here the distinction between curricular and instructional materials becomes an important one, because both the local agency model and the special project model focused on developing curricular materials, such as curriculum guides, catalogs of objectives, and resource lists. With a few notable exceptions, the local educational agencies and the special projects didn't produce instructional or student-oriented learning materials. As the quality and quantity of available commercial student materials varied widely from one program area to another, many vocational teachers were left to their own resources to get instructional materials for their students in the best way they could.

Besides the obvious lack of student materials for some vocational programs, from DVE's point of view there were also other serious problems with the way materials were being acquired. Some materials, produced as they were by local agencies, had such a narrow focus on local concerns, that they were of little use to others around the state. Materials from projects often emerged replete with so much copyrighted materials imbedded in them that they could not be reproduced without the danger of legal problems. The quality of the materials also varied greatly. And sometimes, even with good materials, projects would be conducted, and materials produced, and then the products were never heard of outside the development group itself.

DVE had attempted to develop catalogs of performance objectives for competency-based programs by funding special projects, but found that the

process was too slow and expensive. To ameliorate the widespread need for performance objectives, in 1973 DVE became a prime mover in the formation of the Vocational-Technical Education Consortium of States (V-TECS), whose purpose it was to develop and validate catalogs of occupational objectives, which then would be exchanged between V-TECS members (Crittenden, Massey, 1978). To this date, approximately 60 V-TECS catalogs have been put into a standardized Florida format and disseminated/diffused, free of charge, to vocational educators around the state with a significant reduction in the time and money invested by Florida in development.

The next year, DVE funded an instructional design and development laboratory at Florida State University, called the Career Education Curriculum Laboratory (now called The Center for Studies in Vocational Education; Crittenden, Massey, 1978). The laboratory was orginized around a centralized model, by grouping individuals with different functional skills in the same institution. The skills represented covered the entire range necessary to take an idea through the developmental process, including instructional design and development, the input of subject matter experts, several stages of evaluation and revision based upon student performance of objectives, preliminary and final editing and graphic/art design, reproduction by outside vendors, and dissemination/diffusion to the target populations.

From 1974-1976 , DVE funded five centralized projects using the single-option development model. The experience showed that high-quality, competency-based vocational instructional materials could be produced by such state-supported projects, and that, although initial investment costs were high, by projecting costs over a five-year period, it was possible to justify this method for acquiring instructional materials (see Table 1). However, there were several major flaws in this centralized model. There was no preliminary needs assessment, so that considerable amounts of money

TABLE 1

Summary of Data for Five DVE Centralized Development Projects, 1974-1976

	(1) APPROXIMATE NUMBER OF HOURS OF INSTRUCTION	(2) APPROXIMATE NUMBER OF PERFORMANCE OBJECTIVES	(3) APPROXIMATE NUMBER OF INSTRUCTIONAL OBJECTIVES	(4) ESTIMATED NUMBER OF PERSON-MONTHS/COST SPENT DESIGN, DEVELOPMENT, AND VALIDATION	(5) ESTIMATED NUMBER OF PERSON-MONTHS/COST OF ART/GRAPHICS, EDITING, INFORMATION SEARCHES	(6) ESTIMATED ADDITIONAL PROJECT COSTS	(7) ESTIMATED COST OF REPRODUCTION FOR ONE/FIVE YEARS	(8) ESTIMATED NUMBER OF USERS FOR ONE/FIVE YEARS	(9) ESTIMATED TOTAL COST FOR THE FIRST YEAR	(10) ESTIMATED COST PER USER FOR THE FIRST YEAR	(11) ESTIMATED TOTAL COST AFTER FIVE YEARS	(12) ESTIMATED COST PER USER, AFTER FIVE YEARS
PROJECT PROCESS	3.5	NA	16	NA / 21,070	NA / 8,849	13,081	NA / 62,000	NA / 39,000	--	--	105,000	$2.69
PROJECT GROW	5.0	NA	--	23 mos. / 26,833	23 mos. / 19,167	19,714	NA / 24,400	NA / 16,000	--	--	90,114	$5.63
FLA/V-TECS INSERVICE PROJECT	4.0	--	32	26 mos. / 36,665	20 mos. / 16,667	24,999	/ 13,108	NA / 18,000	91,439	--	91,439	$5.08
NURSERY OPERATIONS PROJECT	150-200	52	101	74 mos. / 86,333	56 mos. / 46,666	63,428	119,620 / 119,620	3,500 / 17,500	316,047	90.30	316,047	$18.06
EMPLOYABILITY SKILLS PROJECT	60-80	79	65	78 mos. / 90,999	59 mos. / 49,166	66,857	73,374 / 173,374	12,000 / 60,000	280,396	$23.37	280,396	$4.67

had to be committed based solely upon "informed opinion." Nor was there any way of objectively documenting that the subject areas selected by DVE were, in fact, the highest priorities which existed for instructional materials acquisition. The greatest drawback, from the DVE point of view, besides the disproportionate amount of resources that had to be put into full-scale, centralized development projects, was the amount of time it took to complete such projects. With more than three-hundred DVE vocational programs, most of them assumed to need competency-based instructional materials , the one-to-three years time it took to complete the projects would hardly keep pace with the introduction of new occupational areas or the obsolescence of the materials developed.

At this point, DVE decided that, if its efforts to acquire vocational instructional materials was to make an impact on the implementation of competency-based programs, it had to find a method which substantially reduced the human and material resources required by the centralized development approach. The Vocational Division again turned to the group it had assembled at Florida State University (now called The Center for Studies in Vocational Education-CSVE) and asked it to propose a state-level system which would:

1. Devise a needs assessment and prioritization system which would assist DVE in allocating its scarce resources for acquiring instructional materials.
2. Acquire high-quality, competency-based, instructional materials faster and less expensively than the centralized development model.
3. Disseminate the instructional materials to teachers who needed- them around the state in a systematic fashion which would insure that they were trained to use them.

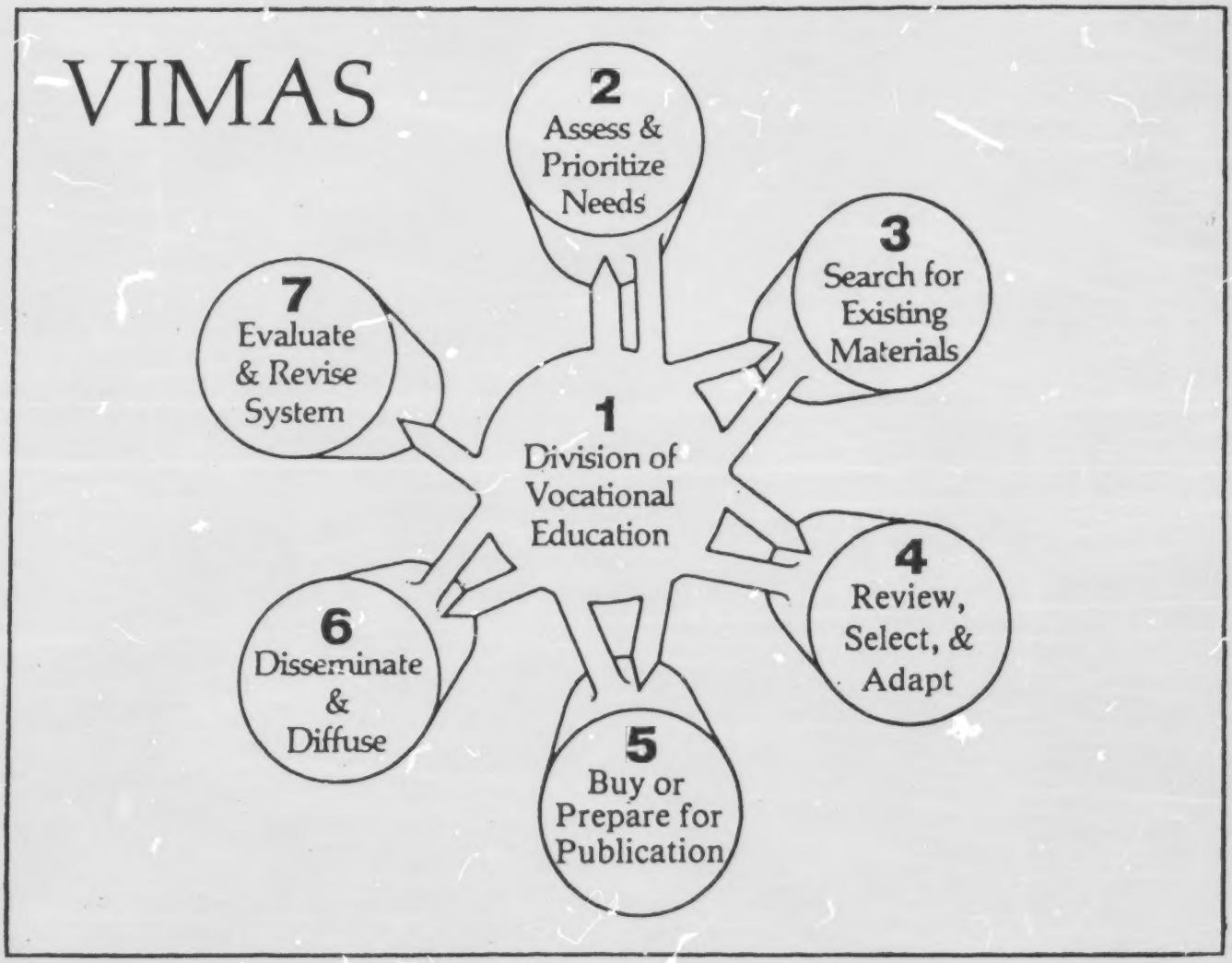
4. Function within the formal structure and practical limitations of the Division of Vocational Education, the school districts, and community colleges which administered the local vocational programs.

As a result of efforts to meet this change, a seven-component system, called the Vocational Instructional Materials Acquisition System (VIMAS, see Figure 1) was created. Funded by the Vocational Division as part of The Center for Studies in Vocational Education (CSVE), the system was developed by establishing new components, or modifying existing capabilities. The remainder of this paper describes the evolutionary process of the VIMAS development, as well as the procedures and products of the system.

FIGURE 1

Model of the Vocational Instructional Materials Acquisition System

(VIMAS)



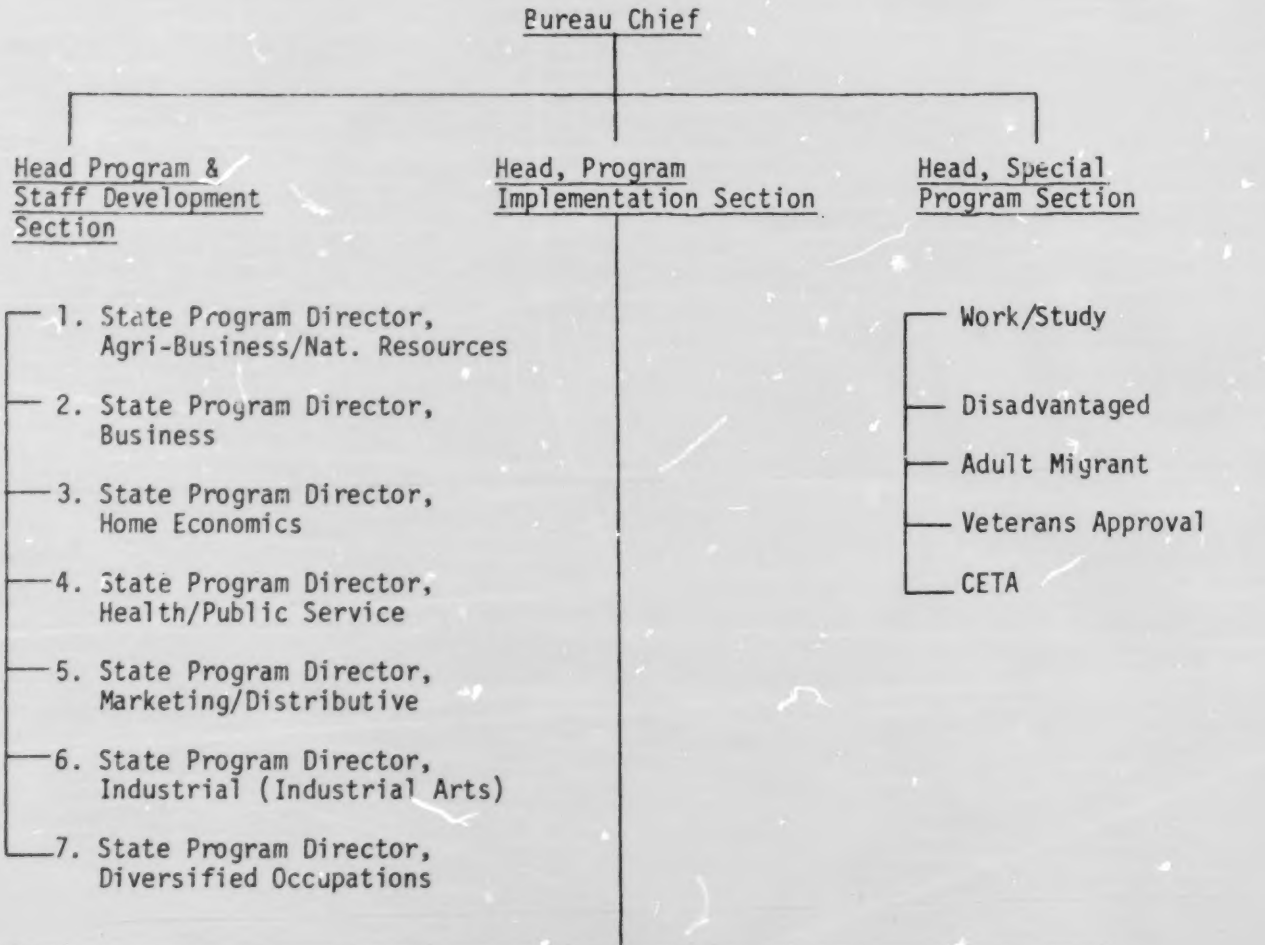
NEED ASSESSMENT/PRIORITIZATION

The Division of Vocational Education is structured with three Bureaus: (1) Research, Evaluation, and Dissemination, (2) Program and Staff Development, and (3) Planning and Budgeting. The Program and Staff Development Bureau, whose responsibility it is to identify needs and set priorities for instructional materials acquisition for "regular" programs, does this through two of its three sections. The Program and Staff Development Section is composed of a Head and seven State Program Directors, each representing a vocational program area (Agri-business and Natural Resources Education, Business Education, Home Economics Education, Health and Public Service Occupations Education, Marketing and Distributive Education, Industrial Education, which includes Industrial Arts Education, and Diversified Occupations Education). The Program Implementation Section is composed of a Head, and five Regional Program Administrators, each of which supervises seven Regional Program Consultants for the same seven program areas (see Figure 2).

The manner in which needs were identified and prioritized by these two DVE bureaus had several problems. First, the Section Heads, State Program Directors, Regional Program Administrators, and even the Regional Program Consultants had to operate with very limited information on the status of instructional materials in their multiple programs. Quite often that knowledge was second-hand, and therefore, potentially distorted or biased. Second, the information that they did have was seldom in a form that would facilitate the objective comparison of one course to another, even in the same vocational program area. Most frustrating of all was the unavoidable advocacy built into a system that followed strict program area lines.

FIGURE 2

Organization of Bureau of Program and Staff Development, Division of Vocational Education, Florida State Department of Education


Bureau Chief
Head Program & Staff Development Section
Head, Program Implementation Section
Head, Special Program Section
1. State Program Director, Agri-Business/Nat. Resources
2. State Program Director, Business
3. State Program Director, Home Economics
4. State Program Director, Health/Public Service
5. State Program Director, Marketing/Distributive
6. State Program Director, Industrial (Industrial Arts)
7. State Program Director, Diversified Occupations
Work/Study
Disadvantaged
Adult Migrant
Veterans Approval
CETA

Region I	Region II	Region III	Region IV	Region V
R.P.A.	R.P.A.	R.P.A.	R.P.A.	R.P.A.
RC/Ag-Bus.	RC/Ag-Bus.	RC/Ag-Bus.	RC/Ag-Bus.	RC/Ag-Bus.
RC/Bus.	RC/Bus.	RC/Bus.	RC/Bus.	RC/Bus.
RC/Home Ec.	RC/Home Ec.	RC/Home Ec.	RC/Home Ec.	RC/Home Ec.
RC/H&PS.	RC/H&PS.	RC/H&PS.	RC/H&PS.	RC/H&PS.
RC/Mkt&Dist.	RC/Mkt&Dist.	RC/Mkt&Dist.	RC/Mkt&Dist.	RC/Mkt&Dist.
RC/Ind.	RC/Ind.	RC/Ind.	RC/Ind.	RC/Ind.
RC/Diver.	RC/Diver.	RC/Diver.	RC/Diver.	RC/Diver.

Legend
R.P.A. = Regional Program Administrator

RC = Regional Consultant

Once the State Program Directors, Regional Consultants, and interested others had gathered to identify what they believed to be the most pressing needs and to prioritize them within their praticular program areas, the greater hurdle of allocating available funds among the program areas still remained. Available resources never matched identified needs and always placed the State Program Directors in advocate positions to get a share of the funds. The Agri-business Natural Resources Education Program Director pointed out that Agriculture was a major industry in Florida, and that it was the backbone of the nation's prosperity. Business Education indicated that its programs were among the most popular offered, and that there was a large demand for its graduates. Health and Public Service occupations were crucial to society, said the State Program Director, and besides, the entry-level wage was higher than most others. Home Economics said that it could match numbers with anyone, and that they had 100 percent placement! Marketing and Distributive Education stressed the growing number of job openings in service occupations. Industrial Education indicated that it had more programs, higher placement, and higher wages than many of the other occupations. And, to a disarming degree, they were all right!

To identify and clarify the problems which the state-level program developers were having, the CSVE staff interviewed DVE's three Bureau Chiefs, the three Section Heads of the Program and Staff Development Bureau, and the seven State Program Directors. In addition to the three aforementioned problems (limited knowledge, second-hand information, program advocacy) the interviews showed that there was considerable consensus on several points. The Bureau Chiefs and Section Heads agreed that criteria for determining priorities were essential, but doubted that the State Program Directors could agree on such criteria. They also felt that objective data were needed to help the State Program Directors make their determinations of

priorities. The State Program Director indicated that criteria other than simply the numbers of students enrolled in a program should be identified. All agreed that information about the need for instructional materials should come from vocational teachers, rather than supervisors or administrators. The two major characteristics of a needs assessment/prioritization system which emerged from the interviews were that such a system had to take into consideration both the actual need for competency-based instructional materials and to rank the relative importance of each vocational course or program for the acquisition of such materials.

After 8-10 weeks of conversations with the DVE staff and a review of the literature, it was decided to conduct a teacher survey to identify the need, and base the importance rankings on the opinions of vocational educators at the state, regional, and local levels.

In order to develop a discrepancy analysis-type instrument for the teacher survey, it was first necessary to define an ideal, or desired goal, which in this case was a description of an ideal set of competency-based instructional materials. Computer searches using the DIALOG system and descriptors such as "evaluation of instructional materials," "textbook evaluation," "instructional materials needs assessment," and "evaluation of student materials," were conducted. In addition, systems models for the design and development of instructional materials were reviewed for the descriptions of the characteristics of instructional products. Searches previously conducted to establish the characteristics of competency-based instructional materials and programs were reviewed, along with the accepted descriptions of competency-based education used by the Division of Vocational Education. Criteria identified during the searches fell into two categories; first, the characteristics of competency-based instructional materials, and second, the characteristics which any "good" set of instructional

materials should possess. Composite lists of both types of criteria were shown to six instructional designers, who were asked to eliminate overlapping terminology. The resulting eight categories, or characteristics of "good, competency-based" instructional materials, were than reviewed and approved by a representative of the Division of Vocational Education as being compatible with models and definitions it used. Those characteristics which formed the basis of the teacher survey instrument, were as follows:

- Objectives, written into the materials, which provide clear statements of the required performances.
- Test and/or performance checklists that can be used to directly measure students' performance
- Validation or field-testing of the materials to measure the instructional effectiveness of the materials.
- Appropriateness of the materials to the characteristics and needs of the types of students who will be using the materials.
- Student learning activities, practice and reinforcement, provided or specified in the materials, which lead to student mastery of the objectives.
- Provision for individualization, self-pacing, allowance for open-entry/open-exit.
- Instructor management information, such as recordkeeping forms, course sequencing, and directions for implementation and classroom management.

To determine the relative importance of these characteristics, a pair-comparison technique (see instrument, Appendix A) was used with 123 educators: 52 vocational instructors, 57 vocational education administrators, and 19 persons involved in the design and development of competency-based instruc-

tional materials. Averaging across all respondents, (1) objectives, and (2) learning activities were judged most important, followed in order by up-to-date comprehensive content, tests for assessing student performance, validation of the materials, individualization, appropriateness for the student population, and classroom management information (Kromhout, Massey, 1980). However, because the application of the mean weighted value made a negligible difference in the results of the actual survey, and questions of validity involved in establishing a meaningful zero point in a pair-comparison procedure, the weighted values obtained were not used.

The eight characteristics were used to develop a needs assessment survey instrument called the Instructional Materials Assessment Survey (see instrument, Appendix B) which describes an "ideal" set of competency-based instructional materials. Vocational teachers using the instrument would be asked to rate all the instructional materials used by their students against these ideal characteristics. When the responses were averaged across all the teachers responding from the same course, the discrepancy between this average and a perfect score would give a measure of the need for "good" competency-based instructional materials in that course, as perceived by the teachers. The instrument was field tested using ten groups of vocational teachers (n=86) from all seven of the vocational program areas, and revised after each trial based upon the performance and opinions of the teachers. Simultaneous testing and revision were performed on the survey implementation materials (Participant's Guide, Survey Leader's Guide, filmstrip and audio cassette), which were developed to increase the reliability of the responses and facilitate the use of the instrument.

A group of 175 regional, community college, and district-level vocational educators were trained to use the implementation materials and act as Survey Leaders. With the stringent local controls which are applied to the use

of teachers' time in Florida, it was deemed impossible to get a stratified random sample of teachers to participate in the survey. Consequently, it was decided to survey as many teachers from each program as possible during regular inservice time, and hope that this would provide sufficient information to DVE for its purposes. The voluntary aspect of the IMAS survey has led to uneven representation in the data (see Table 2) and continues to be a major limiting condition on its utility and validity. However, as this information is used only to make a gross distinction between vocational programs at the state level, the Division has used this information as the best available, and a considerable improvement over past practices. Additional, more specific information on needs is gathered later on those programs designated as priorities (see section dealing with thereview /select procedures).

To determine the relative importance of each vocational program for the acquisition of instructional materials, it was first necessary to establish "importance factors," or criteria, which could be accepted by a broad range of vocational educators and could be applied to all the vocational programs. An additional consideration was that data must be available to "quantify" the importance factors chosen.

A total of 152 vocational educators involved in program development and approval were asked to distribute 100 points across factors (see instrument, Appendix C) to indicate their opinions as to the relative importance of the factors. The ranking of importance factors was done by two separate groups. In 1977, 59 of DVE's state-level and regional-level staff members were asked to indicate their opinions. Then a year later, the Vocational Directors of Florida's school districts, Occupational Deans of the community colleges, Directors of vocational-technical centers, and some vocational teacher educators (n=93) were asked to participate in an

Table 2

Vocational Teacher Participation in The IMAS Survey, By Program Area, for 1977 and 1978

Program Area	1977		1978		Total-Both Years	
	Teachers	Programs	Teachers	Programs	Teachers	Programs
Agri-Business and National Resources	*	*	17	2	17	2
Business Education	140	3	477	6	617	9
Health & Public Services Occupations	176	5	10	2	186	7
Home Economics Education	*	*	68	2	68	2
Industrial Education	163	9	5	2	168	11
Marketing & Distributive Education	122	3	67	3	189	6
Total Teachers/Programs	601	20	644	17	1,245	37

*No Agribusiness and Natural Resources Education or Home Economics Education programs were selected by DVE to be surveyed during 1977.

identical weighting procedure. The result (see Table 3) was an unexpected by strong consensus that the factors to be used in determining "importance" were, in order of importance, job market demand, student enrollment, placement in jobs related to the vocational training, entry-level earnings, and the DVE cost category, which was determined by full-time equivalency enrollment and factors such as number of handicapped and/or disadvantaged learners in a particular program.

To calculate the importance rankings of each program, actual raw data was compiled for each of the approximately 300 vocational programs offered and for each importance factor, normalized with a maximum value of 1.00, multiplied by the factor's weight, and then summed across all five factors for each program. The programs were then rank-ordered to indicate the relative importance of each program for the acquisition of instructional materials (Kromhout, 1978). This procedure, although initially imposed by the Division's upper echelon, was gradually accepted by the State Program Directors and Regional Program Consultants as a more reasonable and objective manner of indicating relative importance, as compared to the advocate system previously used.

The final step in the needs assessment-prioritization procedures was the selection of priority programs by DVE. To assist DVE, the VIMAS staff prepared a "priority index." The index was calculated by multiplying the needs assessment discrepancy factor from the teacher survey and the importance factor for the same vocational program (Kromhout, 1978) and then rank-ordering the programs. The first year after this information was available (1978), DVE used the priority index in fairly strict order to designate which programs would become priorities for the acquisition of competency-based instructional materials. The exceptions to this rule have been programs chosen as priorities because of prior commitments with other

TABLE 3

Mean Importance Factor Weights Assigned
By Two Groups of Vocational Educators

Factor	Mean Points Assigned By DVE Staff/Regional Staff, 1977 (n=59)	Mean Points Assigned By Vocational Directions Deans, Teacher Educators, 1978 (n=93)	Mean Points Assigned By All Raters (n=152
Job Market	33.31	33.12	33.19
Student Enrollment	24.07	23.31	23.61
Placement Statistics	14.58	21.18	18.62
Entry-Level Job Earnings	10.10	13.02	11.89
Cost Category	7.78	5.82	6.58
*Other Suggested Factors Combined	10.16	3.55	6.11
TOTAL	100 Points	100 Points	100 Points

*These additional suggested factors were not used in the weighting procedures because there wasn't sufficient consensus on any on factor to make it significant.

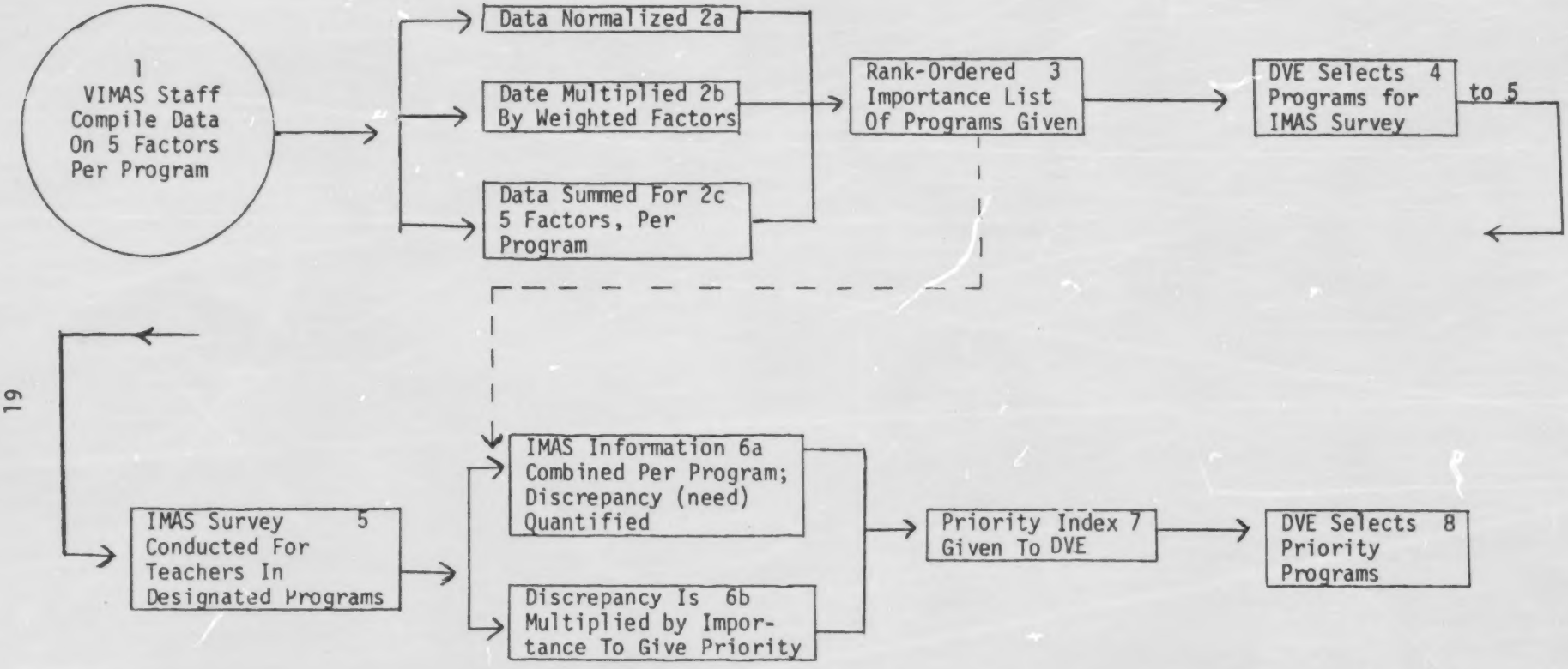
states, on-going projects which were modified to follow VIMAS procedures, and programs not covered by the IMAS teacher survey, such as Industrial Arts programs and non-wage-earning Home Economics programs. However, by the second year (1979) when it became obvious that Agribusiness and Natural Resources Education and Home Economics Education programs would not receive any priority program for several years because of their relative positions, the decision rules were changed so that each vocational program area would receive at least one priority program,usually the highest ranking program in each of the vocational program areas.

Another major change was made to adjust the needs assessment-prioritization procedures to the realities of vocational education in the state. As it was deemed impossible for the regional and local vocational educators to survey more than twenty programs per year, those to be included in the IMAS survey were selected on the basis of the "importance" rankings within each of the vocational program areas. This pre-selection according to "importance" limited the possible number of programs to be included in the priority index, and thus to be selected by DVE as priority programs. However, given that DVE's resources would only support approximately 8-10 priority program projects per fiscal year, this reduction in the scope of the needs assessment-prioritization scheme was viewed as a possitive step by the Division's decision makers.

The present sequence of events involved in the need assessment/ prioritization component of VIMAS is as follows (see Figure 3):

1. The VIMAS staff compiles data for each program with ten or more teachers, on each of the five factors (job demand, student enrollment, placement, earnings, and funding category). Data are collected from the Division of Vocational Education's Management Information System

Figure 3: Flow Diagram for the Assessment of Needs and Prioritization of Programs for the Division of Vocational Education's Acquisition of Instructional Materials


1
VIMAS Staff Compile Data On 5 Factors Per Program
Data Normalized 2a
Date Multiplied 2b By Weighted Factors
Data Summed For 2c 5 Factors, Per Program
Rank-Ordered 3 Importance List Of Programs Given
DVE Selects 4 Programs for IMAS Survey
to 5
IMAS Survey 5 Conducted For Teachers In Designated Programs
IMAS Information 6a Combined Per Program; Discrepancy (need) Quantified
Discrepancy Is 6b Multiplied by Importance To Give Priority
Priority Index 7 Given To DVE
DVE Selects 8 Priority Programs

data bank and the Florida State Plan for Vocational Education.

2a.,2b., 2c. The data are normalized, weighted, and summed across the five factors for each program.

3. A rank-ordered list of the programs is given to the DVE Bureau of Program and Staff Development. The Head of the Program Implementation Section requests each of the program sections (State Program Director and five Regional Program Consultants) to select a pre-arranged number of programs to be included in the IMAS survey.

4. Normally, the vocational program areas choose those programs for inclusion in the IMAS survey which are highest on the importance list and which their experience indicates may have a need for instructional materials. A total of thirty or more programs are selected, but some programs areas have decided to survey all their programs at one time. The survey is presently planned to occur on a two or three-year cycle.

5. After notification by DVE of the planned survey and receipt of survey materials, the Regional Program Consultants and the 175 trained IMAS Survey Leaders try to schedule the survey with ongoing inservice activities. The fact that the survey may be conducted with homogeneous or heterogeneous groups of teachers from the selected programs somewhat facilitates scheduling problems. The computer answer sheets are returned to VIMAS via pre-paid envelopes sent through the regional offices.

6a.,6b. A specially designed computer program sums across the IMAS responses from teachers in the same program and then

calculates the discrepancy (or need), per program, from the ideal. This is then multiplied by the previously established importance to establish a priority for each program surveyed. The formula used is I x D = P, where I is the importance ranking established by vocational program planners, D is the discrepancy (need) from the established competency-based ideal as perceived by surveyed teachers, and P is the priority index.

7. A list of programs, rank-ordered as a priority index, is given to DVE. The VIMAS staff usually meets with DVE personnel to explain the significance of the priority rankings and agree upon decision rules which will guide the selection of the priority programs.
8. Each of the program areas (State Program Director and five Regional Program Consultants) selects a program(s) as its priority for the upcoming fiscal year. At this point, if the program section so chooses, it may substitute a new or emerging program, or a program not included in the IMAS survey as its top priority. However, barring compelling reasons, the program section personnel have followed the priority order of programs in their sections fairly closely. Also, at this point, the DVE Administrative Council, composed of the Director, Assistant Director, and three DVE Bureau Chiefs, may wish to include other priority programs which cut across program lines, such as Entrepreneurship.

SEARCH FOR MATERIALS

A major assumption of VIMAS was that there was an untapped pool of competency-based vocational instructional materials available around the state and nation which could be identified and,if found to meet the identified needs of specific vocational program, could be purchased or reproduced at a faster and lower cost than materials developed from scratch. The task of identifying such materials was given to the Florida Educators' Information Service (FEIS) an existing project funded by DVE in The Center for Studies in Vocational Education. FEIS had assumed the functions of the defunct Florida Educational Resource Information Center (Florida ERIC) and had been supplying Florida educators with computerized searches for approximately two years when it was called upon to identify existing materials for VIMAS priority projects.

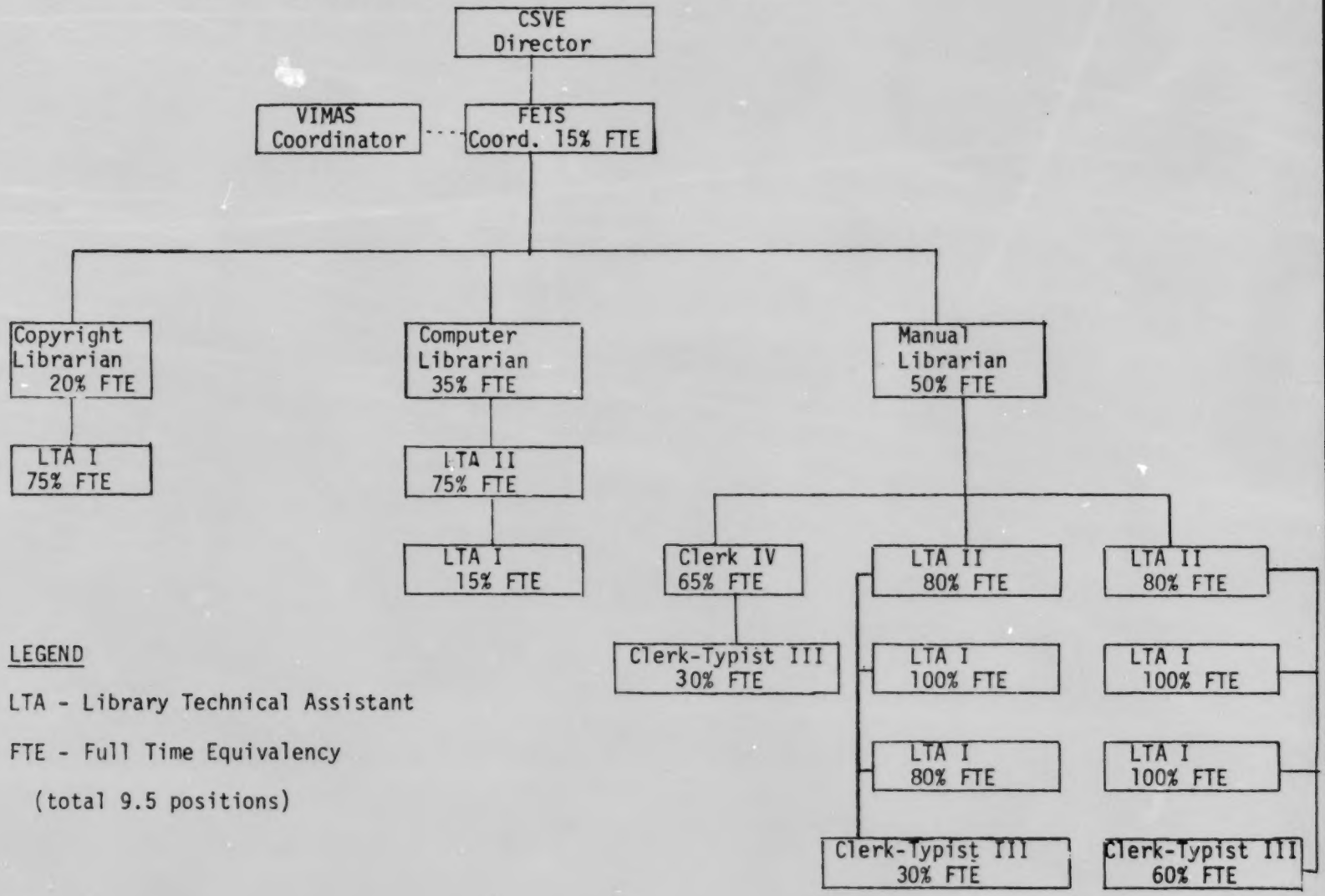
It was decided early in the development of the project that the FEIS search capabilities would have to be expanded to include both computerized sources, and sources which could only be accessed through manual searches. It was also decided that FEIS would arrange for the purchase and/or loan of materials for review by teachers and would handle any copyright clearance matters which were related to the use of existing materials. To accomplish this, it was necessary to expand the FEIS staff to its present level of 9.5 full-time-equavalent positions (see FEIS Organizational chart, Figure 4).

The participation of the FEIS staff in the project is continuous, from the time the Division of Vocational Education designates its priorities, until the delivery of the instructional materials, as follows (see Figure 5):

1. Preliminary information (see Appendix D) is collected by the VIMAS Project Manager, which helps FEIS to establish the parameters and discriptors for the search.

FIGURE 4

Florida Educators' Information Service (FEIS) Organizational Chart and FTE for Providing VIMAS Support Services



LEGEND

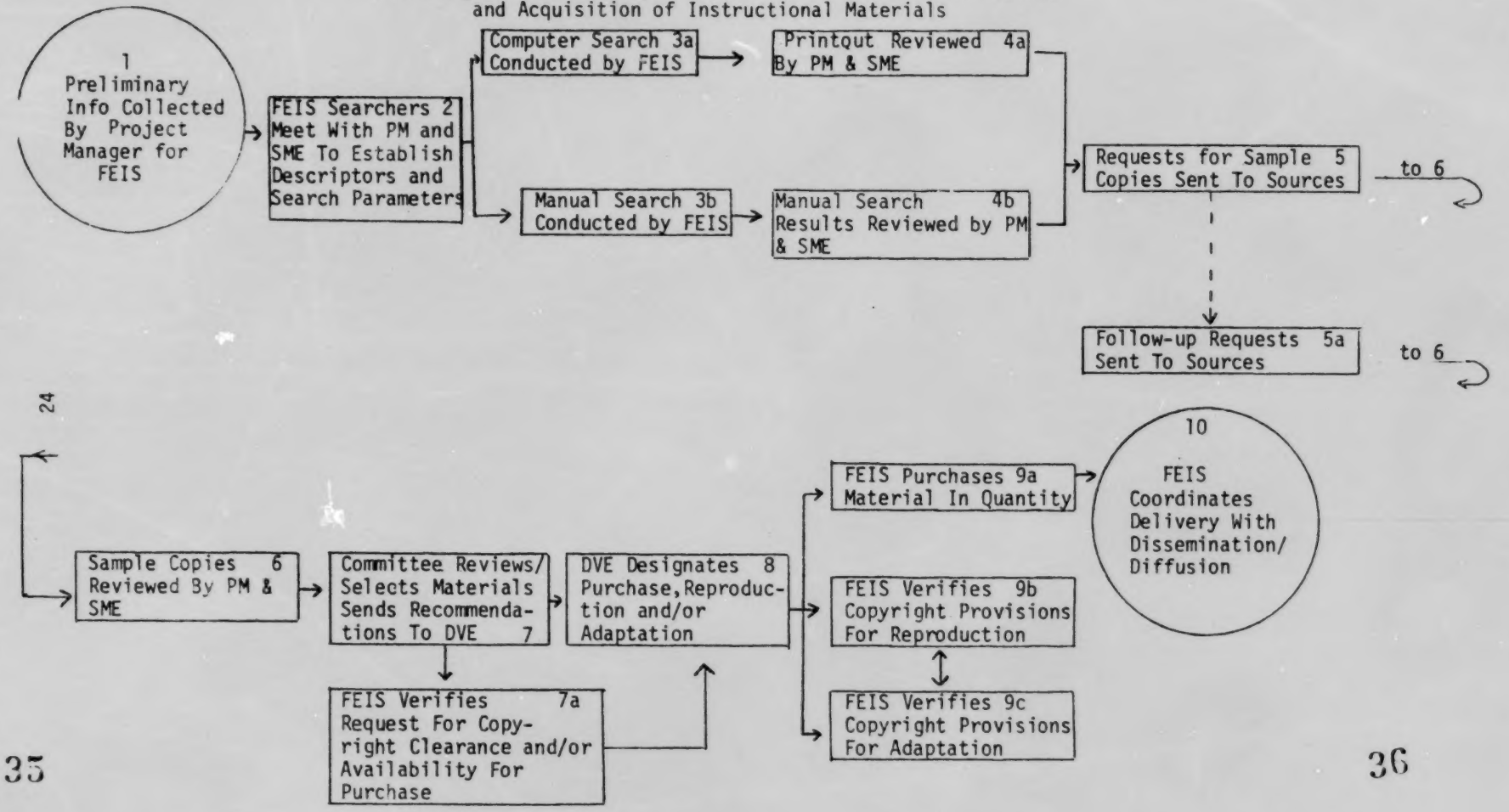
LTA - Library Technical Assistant

FTE - Full Time Equivalency

(total 9.5 positions)

FIGURE 5

Flow Diagram of FEIS Support Activities in the Identification and Acquisition of Instructional Materials


1 Preliminary Info Collected By Project Manager for FEIS
FEIS Searchers 2 Meet With PM and SME To Establish Descriptors and Search Parameters
Computer Search 3a Conducted by FEIS
Printout Reviewed 4a By PM & SME
Manual Search 3b Conducted by FEIS
Manual Search 4b Results Reviewed by PM & SME
Requests for Sample 5 Copies Sent To Sources
to 6
Follow-up Requests 5a Sent To Sources
to 6
24
Sample Copies 6 Reviewed By PM & SME
Committee Reviews/ Selects Materials Sends Recommendations To DVE 7
FEIS Verifies 7a Request For Copyright Clearance and/or Availability For Purchase
DVE Designates 8 Purchase, Reproduction and/or Adaptation
FEIS Purchases 9a Material In Quantity
FEIS Verifies 9b Copyright Provisions For Reproduction
FEIS Verifies 9c Copyright Provisions For Adaptation
10 FEIS Coordinates Delivery With Dissemination/ Diffusion

LEGEND

DVE - Division of Vocational Education
FEIS - Florida Educators' Information Service
PM - Project Manager
SME - Subject Matter Expect

2. The FEIS searchers meet with the VIMAS Project Manager and a contracted subject matter expert, usually a locally available teacher or supervisor of the priority program in question. The preliminary information is reviewed and questions answered before the search begins.

3. Using its own computer terminal and the DIALOG computerized data-based systems, FEIS personnel conduct a search of all relevant data bases. A typical computer search takes five-to-seven work days to complete and results in a computer printout of possible sources of objectives, task analyses, curricular materials (curriculum guides, subject matter outlines, project outlines, etc.), and/or instructional (student) materials pertinent to the priority program.

3b. Simultaneous with the initiation of the computer search, the staff begins the manual search contacting stade departments of education, curriculum clearinghouses, labor unions and professional societies, the armed forces, deferal and state projects, and individuals and organizations in Florida and around the nation, to identify materials not normally listed in the computerized sources. Although the emphasis is placed on curricular and instructional materials that are in the public domain or that are available through public agencies, materials from commercial publishers are included in the search as well.

4a.,4b. The printout from the computer search is reviewed by the Project Manager and the contracted Subject Matter Expert (SME) who then indicate to the FEIS searchers which materials should be acquired for review by the teacher committee.

Sometimes the Project Managers and SME ask for microfiche or other additional information which the FEIS searchers can provide, to help eliminate the majority of irrelevant or inappropriate materials. The same process is followed with the results of the manual search, except that this usually takes place during a four-to-six week period, rather than all at one time, as is the case with computerized sources.

5.,5a. The FEIS staff requests sample copies from the sources, so that the materials may be reviewed by a committee of teachers. Often the public agencies have been willing to send a courtesy or loan copy, when available, but sometimes state law prohibits such free distribution if the agency supports itself from the sale of its materials. To deal with these exigencies and with commercial publishers, it was necessary to establish a fund of from $250 to $400 per priority project which could be used to pruchase the sample materials, when necessary. Four months has been the obsolute minimum time necessary to receive the majority of materials ordered, with six months not being out of the ordinary. This delay between ordering and receiving the materials has not varied significantly in the many projects which have been conducted in the VIMAS system, and must be taken into account in the overall project cycle.

6. As the materials are received, the Project Manager and the contracted subject matter expert review the actual sample materials and sort out those which are obviously not appropriate for review by the teacher committee.

Although all materials which have any reasonable possibility of being of interest to the committee are retained for their inspection, considerable amounts of materials are still eliminated at this point. Increased communication between the searchers and the subject matter expert and Project Manager, as well as increasing expertise on the prat of the searchers has reduced the amount of "useless" materials reaching this stage, but has not eliminated the need for this step.

7.,7a. After the teacher committee has reviewed the materials and sent its recommendations to DVE (see Subsequent section which deals with this procedure in detail) the FEIS staff contacts agencies and individuals who hold copyright on any materials which are under consideration by the state and may be released for reproduction by Florida. Most state and local governments and individuals who have been contacted and asked for permission to use their materials in Florida have been willing to extend limited use privileges, as long as the distribution is specified and the materials will not be used for profit. This has resulted in a considerable savings in time and money for Florida (see section which deals in VIMAS costs). It is also necessary for the FEIS staff to contact vendors to verify the availability and current price of multiple copies of materials which DVE is considering acquiring. Availability must be established before the cost of a purchase or the delivery date can be established. The Division must have the copyright information and/or the information on availability before it makes the decision to acquire materials.

8.,9a., 9b.,9c. After the Vocational Division communicates its decision to purchase, reproduce, and/or adapt materials, FEIS continues its support in several ways. If the decision is made to purchase, the FEIS staff purchases the materials in question. If the decision involves the reproduction of copyrighted materials, FEIS verifies that the conditions of the copyright release, including numbers, the permission and/or credit statement, and the forwarding of sample copies to the owner. These procedures are strictly followed to avoid delays and legal problems after the materials are reproduced. If the materials to be adapted contain copyrighted information, the same procedures are followed as in the case of simply reproducing materials.

10. In the case of purchased materials, the FEIS staff works closely with those involved in the dissemination/diffusion of the materials to inform them of delivery dates and other pertinent information.

REVIEW, SELECTION, ADAPTATION, ACQUISITION, AND DISSEMINATION/DIFFUSION OF MATERIALS

By 1976, the Division of Vocational Education had tried two basic approaches to "curriculum development" and found problems with both. DVE was dissatisfied with the traditional, teacher-based curriculum development model because of the low quantity, lack of transferability, and in many cases, low quality of instructional materials resulting from such projects. It also had realized the limitations of using a full-blown, centralized development strategy, such as the one that had proven to be so slow and expensive. DVE wanted a procedure which would capitalize on the strengths, and eliminate the weaknesses of each of these models. It wanted to retain the subject matter expertise to be found in the teacher-based model, and combine that with the sophisticated technical abilities of instructional designers from the previous centralized development projects.

Although DVE felt that vocational teachers in Florida represented a significant resource which could be tapped to assist in the acquisition of instructional materials, it also recognized that there were circumstances which would limit the productivity of the teachers. First, the time available to teachers was severely limited during the normal school year and had proven inadequate for the kind of effort necessary to develop quality instructional materials. Second, most vocational teachers did not have the formal training and/or experience to systematically develop competency-based instructional materials. Although continuing inservice training had familiarized many of them with the basic concepts of competency-based instruction, and in a few cases, with the procecures for systematic development of materials, it would require a prohibitive amount of additional training to prepare them for full participation in such activities. Finally,

not all vocational teachers had the motivation or special talents necessary to create quality materials. One would have to be very selective in choosing teachers who could produce instructional materials other vocational teachers would use.

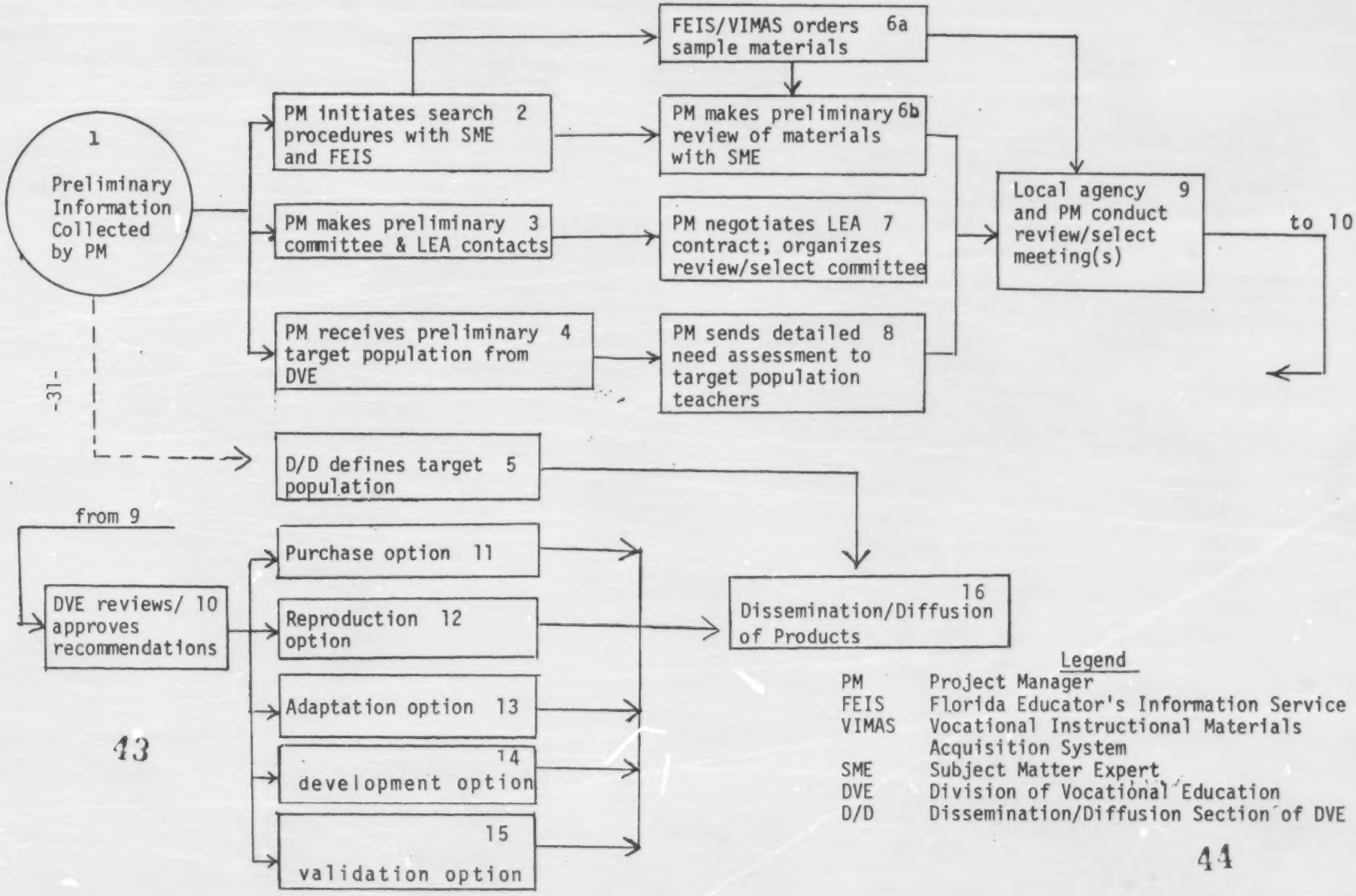
The VIMAS procedures which evolved over a period of five years were the result of pragmatic compromises. Decisions were based on experimentation with alternatives which proved viable within the limitations imposed by an on-going system of vocational education. During the formative period of the procedures, varying degrees of responsibility for VIMAS activities were tried with local educational agencies (LEAs) and individuals. Initially, the local agencies were contracted to do an in-depth need assessment of the teachers in the priority programs but were only partially successful, due to their lack of expertise in conducting statewide surveys. The local agencies were also asked to gather sample materials available in Florida, but this also met with only limited success. It was noted that many local agencies were reluctant to allow their teachers to go on release time to attend committee meetings when the request came from another LEA, but were more cooperative when the request came from a state-level administrator. One unexpected problem was the considerable delay caused by the tedious proposal approval process in many of the local agencies. All project work had to wait for the contracts to be approved at the local level, before the project could be submitted to DVE for another round of state-level approvals.

The VIMAS procedures described in this section (see Figure 6), have proven to be the most efficient in using the time, training, and talent of local vocational educators, in combination with the technical expertise of the VIMAS staff, and are as follows:

1. The preliminary information (see Appendix D) is compiled by the Project Manager who is on the VIMAS staff at The

FIGURE 6

Flow Diagram for the Review, Selection, Adaptation, Acquisition, and Dissemination/Diffusion of Materials


1
Preliminary Information Collected by PM
PM initiates search procedures with SME and FEIS 2
PM makes preliminary committee & LEA contacts 3
PM receives preliminary target population from DVE 4
FEIS/VIMAS orders sample materials 6a
PM makes preliminary review of materials with SME 6b
PM negotiates LEA contract; organizes review/select committee 7
PM sends detailed need assessment to target population teachers 8
Local agency and PM conduct review/select meeting(s) 9
to 10
D/D defines target population 5
from 9
DVE reviews/ approves recommendations 10
Purchase option 11
Reproduction option 12
Adaptation option 13
development option 14
validation option 15
Dissemination/Diffusion of Products 16
-31-

Legend

PM	Project Manager
FEIS	Florida Educator's Information Service
VIMAS	Vocational Instructional Materials Acquisition System
SME	Subject Matter Expert
DVE	Division of Vocational Education
D/D	Dissemination/Diffusion Section of DVE

Center for Studies in Vocational Education at Florida State University. The Project Manager contacts the State Program Director and Regional Consultants to gather various types of descriptive information which will be used in the search for materials. Information on the target population is gathered as well. At the same time, the DVE program section personnel indicate alternate local educational agencies (LEAs) which have demonstrated expertise in the program in question, and have an individual who can serve as the Local Project Coordinator. If possible, they also list the name of a Subject Matter Expert in the immediate area who can work closely with the Project Manager and the FEIS staff in initiating the search for materials and doing preliminary screening of sample materials as they come in. The DVE Regional Program Consultants also provide the names of outstanding teachers supervisors and industry representatives who could effectively serve on the project committee. Several criteria are used in selecting committee members: They should be subject matter experts in the program in question; they should, if at all possible, be familiar with the basic concepts of competency-based instruction; the committee, as a whole, should represent the five DVE regions of Florida, industry, the different instructional levels where the program is taught (secondary school, vocational-technical centers, community colleges), and the various skill areas which may be contained in one program; finally, there should be teachers on the committee who have had recent experience with educable mentally handicapped, academically

disadvantaged, and/or students with other learning disabilities. In addition to the names of possible LEAs and teachers/supervisors, the program section personnel give the Project Manager the name of a university vocational teacher educator to serve on the committee who will provide continuity in the later dissemination and diffusion of the products.

2. Using the information from the preliminary information sheet and the experience of the local subject matter expert, the Project Managers works with FEIS searchers to initiate the search for pertinent curricular and instructional materials (see previous section and Figure 5).
3. The Project Manager contacts the teachers, supervisor(s), university teacher-educator, and the industry representative indicated by DVE, as well as the local educational agency. Most individuals and agencies have been willing to work on the projects if the basic costs of their participation are covered. However, even with preliminary contacts, the influence of DVE, guaranteed reimbursement, and the benefits which would accrue to state and local vocational educators from such projects, a small number of individuals and agencies have been either unable or unwilling to participate.
4. The Project Manager receives a DVE computer printout of the number of teachers and students in each priority program in high schools and vocational-technical centers. Because the community colleges in Florida are under a separate division in the State Department of Education, they do not report the teachers and students enrolled in their vocational programs into the same management information system as DVE, so information on their enrollments in the priority programs must be obtained

directly from the colleges. This information is shared with the dissemination/diffusion (D/D) specialists at the Center For Studies In Vocational Education, who are responsible for the dissemination/ diffusion plan for that priority program. These same D/D specialists conduct their own survey to define the target population of teachers.

6a.6b. After the Project Managers and the local subject matter expert have made a preliminary review of the materials identified by FEIS, the search staff orders sample copies for further review at the committee meeting (see previous section and Figure 5).

7. The Project Manager uses a standardized format to a contract between the designated LEA and the Vocational Divisions and negotiates the contract (see Appendix E). This eliminates the need for each LEA to develop a proposal, and assures DVE that it will receive comprehensive, standardized proposals from all the projects. The contracts normally fund 10-20 percent of the Local Project Coordinator's salary for two months; 25% of a secretary's time for the same period; travel, per diem, and substitute teacher pay; and basic overhead costs, such as telephone, materials and office supplies. During the first cycle of VIMAS projects (1977-78), the contracts ranged from $12,000 to $16,000; during the second year (1978-79)it went down from $8,000 to $11,000; and in the third cycle (1979-1980) was reduced to around $6,000, which reflects the diminishing amount of work expected of the local agencies. This latter amount now covers basic overhead costs, as well as the cost of a six-person committee to meet twice, for a total of four-to-six days. As of October, 1981, 52 contracts had been negotiated with 24 different local educational agencies, including six universities, six community colleges, five vocational-technical centers, and seven school districts in Florida.

8. Although the IMAS survey is used by DVE to make gross distinctions between programs as to their overall relative priority rankings, additional, specific information is needed by the searchers and the project committee about the needs of teachers in each priority program. This information is collected by means of a statewide survey of the teachers (see Appendix F - Teacher Survey) of each priority program. Part One of the survey asks questions similar to those on the IMAS survey which deal with the characteristics of competency-based instructional materials, but in a much abbreviated fashion. Part Two is designed to determine how well the teacher's instructional materials cover the content of a program. To develop the content area questions in this section of the teacher survey, the ideal would be to have a validated catalog of student learning objectives. However, as this is not often the case, this portion of the teacher survey instrument is frequently developed using available task analyses, topical (subject matter) outlines, curriculum guides, and/or the expertise of the teachers and subject matter expert. Part Three of the teacher survey deals with the characteristics of the students, such as reading level, and the percentage of handicapped and academically disadvantaged students. The response rate on the teacher survey has varied widely, depending on the vocational program area (Business, Industrial, Home Economics, etc.), the number of instructional programs in the state, the accuracy of the mailing lists, and the time of year the surveys were mailed. The percentage of returns has been as high as 80 percent, but most have been in the range of 25 to 50 percent. The survey data are compiled and evaluated by the VIMAS Project Manager, and prepared for use by the FEIS searchers and the teacher committee.

9. The first review/select meeting, hosted by the contracted agency and chaired by the Local Project Coordinator, normally lasts one or two days and includes six committee members, the appropriate Regional Program Consultant, and the VIMAS Project Manager. After a preliminary orientation to the VIMAS system, the characteristics of competency-based vocational education, and the procedures and instruments to be used, the committee begins the actual work. First, the parameters of the priority project are defined in terms of the number of occupations included in the priority program; the differences, if any, between programs taught in various instructional settings; and any special characteristics of the program, such as licensing and/or certification requirements. Although much of this information is available to the Project Manager and committee members before the meeting, it has proven advantageous to review the project parameters in order to assist the committee to adopt appropriate work strategies. Next, the results of the IMAS survey and needs assessment are reviewed with the committee to determine the areas of greatest need in terms of the competency-based characteristics of the materials in use, the comprehensiveness of the content of the materials in use, and the characteristics of the students in the program around the state. The expertise of the teachers, DVE Regional Consultant, university teacher educator, and the industry representative is crucial in supplementing the information from the surveys.

   Each item of sample materials acquired during the FEIS search is then reviewed by a sub-group, or the committee as a whole, depending on the amount of materials to be reviewed. A standardized review form (see Appendix G) is completed for each item. The review form contains the

same criteria for competency-based instructional materials found in the IMAS survey and the teacher survey, as well as other questions necessary to establish the characteristics of the materials in question. It has often been necessary to conduct two review/select meetings, separated by from four to eight weeks, to allow time to acquire and review samples of all available materials.

Each item reviewed by the committee is checked for bias using guidelines and a checklist which were developed in a federally funded project. The purpose of this bias review is to identify potential problem areas and notify the Division of Vocational Education. DVE then makes the decision if the materials are biased and adopts an appropriate course of action which may include rejection, adaptation, or purchase (see Appendix H for sex equity checklist, and statement verifying that a bias check was conducted).

The committee also selects those items it feels are of sufficient value to be included in a bibliography. The FEIS staff then works with a subject matter expert to compile an annotated bibliography for dissemination with the other materials (see Appendix I for bibliographic form).

10. The result of the review/select meeting(s) are recommendations to DVE for the purchase, reproduction with copyright release, adaptation, development, and/or validation of materials. Development has been used as an acquisition option far less (approximately 17 percent of the time, if bibliographies are counted as developed products, and 6 percent if they are not; see TABLE 4) than the other acquisition options. The use of multiple options to purchase, adapt, or reproduce copyrighted materials, instead of relying on a priori development, was a major assumption of VIMAS which was tested and proven to be feasible. A total of 94

TABLE 4

Acquisition Options* Used In Eighteen Selected Vocational Instructional Materials Acquisition (VIMAS) Projects, From February, 1977 to September, 1980

Project Title	Purchased	Adapted	Copy-right/ Repro.	Developed	Total Acquisition Options
Practical Nursing	1	-	-	1	2
Child Guidance & Care Services	1	-	-	-	1
Indus. Materials & Processes	-	1	1	-	2
Parts Market./Manage. Training	-	1	-	1	2
Ag. Machin./Equip. Operation	15	-	-	1	16
Nursing Assistant	5	-	-	2	7
Respir. Therapy Technician	1	-	-	1	2
Child Guid. & Care Ser., III & IV	3	1	1	1	6
Air Condi.,Refrig. & Heat Mechan.	-	1	1	1	3
Industrial Electronics	2	-	-	1	3
Market. & Merchandising I	6	-	-	-	6
Banking Fundamentals	4	1	1	1	7
Health Service Aide	1	1	2	1	5
Family Living	3	5	5	1	14
Electric Wiring	2	1	-	1	4
Fundamentals of Power Mechanics	1	1	1	1	4
Market. Spec./Manage. Develop.	3	1	-	1	5
Industrial Electricity	4	-	-	1	5
TOTALS	52	14	12	16**	94
PERCENT	55.3	14.9	12.8	17.0	100.0

* An option may indicate multiple products under one title. For example, in the Fundamentals of Power Mechanics project, the purchase option represents 198 transparency masters and the adaption/copyright clearance represents a set of 225 modules.

** If bibliographies are not counted as developed products, the number of times that development was used as an option is six (6), which is 6.4 percent of the options used.

acquisition options, many including multiple-product options, were involved (see Table 4) in 18 selected VIMAS projects. Any product included in the recommendations which contains copyrighted material must be accompanied by a copyright disclosure statement. This statement (see Appendix J) is obtained from the original developer before any final determination on the reproduction of the materials is made.

After the availability and costs of products has been verified, copyright clearance obtained, and total numbers verified, DVE authorizes the acquisition of the products using a standarized memorandum form (see Appendix K) between the Project Manager and the DVE liaison person.

Final documentation for the review/select process included a standardized final recommendations form (see Appendix L) which is prepared by the contracted agency for submission to DVE and contains copies of all the other project documents.

The utilization of standardized forms during the review/select and authorization procedures has proven the most effective manner of documenting and communicating complex decisions, to the many individuals who are necessary to bring the project to a successful conclusion.

11. Since most of the materials purchased through the VIMAS system are non-commercial, i.e., they were originally produced through the use of public funds and/or were developed and published by public agencies, they are often not available in large quantities as are commercial materials. It has proven necessary to verify the availability of quantities both before submitting recommendations to DVE and immediately before the purchase. Often, the purchase request has prompted the source to reprint the materials, necessitating additional delays.

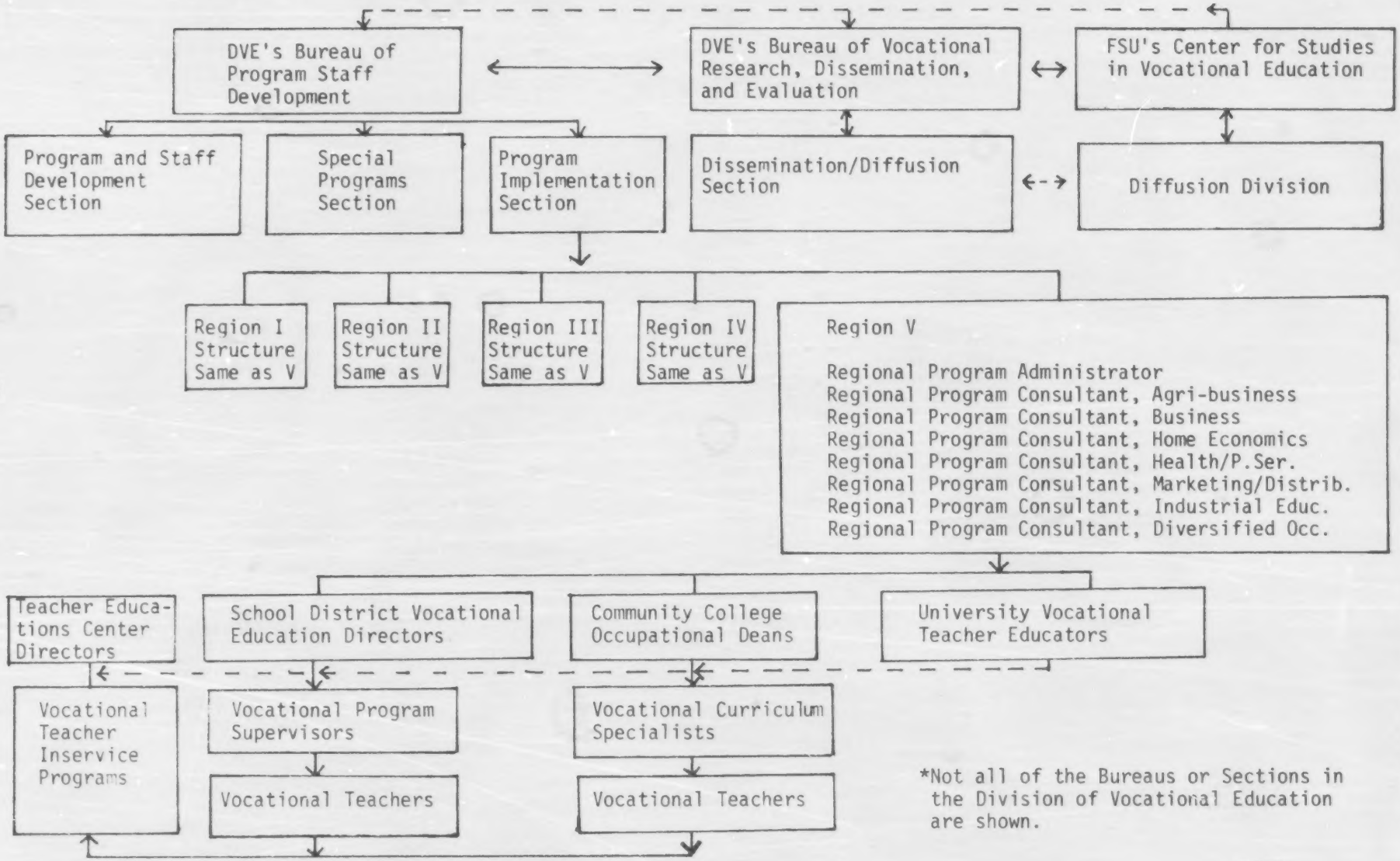
12. The reproduction of materials is not a simple process of having them printed. Copyright clearance must be obtained whenever applicable. It has proven more cost effective to produce original line drawings of simple machines and articles, than to obtain copyright release for each drawing in large, multi-source materials. Also, many materials need additional editing before they are ready for publishing under DVE standards. Extensive editorial and/or graphic-art changes normally require reformating, paste-up, and proofreading. It is not uncommon for reproduced materials to be in production for from three to six months, including printing.
13. Adaptation of the instructional aspects of materials can vary greatly in complexity and in the resources necessary to accomplish the transformation. Because of the nature of the VIMAS system and the parameters imposed upon it by DVE, adaptation is generally limited to modifying or adding only the most crucial competency-based characteristics, such as measurable objectives and criterion-referenced tests where needed.
14. Development is undertaken only when it is the last option and cannot be avoided. In many cases, development has been limited to "sample" lessons or modules, instructor guides, or management tools. Although it is recognized that the restrictions on adaptation and development imposed by DVE and other external factors, such as the scarcity of teacher time and the difficulty in training teachers to be instructional materials developers, severly limit the VIMAS system, this trade-off between comprehensiveness and quality on one hand, and the demands of vocational educators on the other is the difficult decision DVE has had to make.

15. In the same way that adaptation and development have been curtailed for pragmatic reasons, the validation of adapted, developed, or other materials has also been reduced to a bare minimum. Samples of materials are tried by members of the review/select committees in their own classrooms before dissemination. Occasionally, additional teacher review can be scheduled before quantities are acquired. It is hoped that a cycle of student utilization and revision by qualified personnel can become a normal, rather than an exceptional procedure.
16. Recognizing that a lack of systematic dissemination and diffusion (D/D) procedures was a major problem in previous DVE curriculum/instructional materials development efforts, DVE decided that all VIMAS products would be disseminated and diffused following the overall DVE D/D model. This model involves two state-level entities and utilizes the existing DVE decentralized administrative structure of five regional offices (see Figure 2). At the state level, DVE established a Dissemination and Diffusion Section within the Bureau of Vocational Research, Dissemination, and Evaluation and expanded the role of the Dissemination and Diffusion Division staff in the Center for Studies in Vocational Education at Florida State University. Together with the regional office staff, this formed a statewide network for implementing dissemination/diffusion (D/D) procedures (see Figure 7).

    A standardized dissemination/diffusion plan (see appendix M) is completed for each VIMAS priority project. The plan describes the products to be disseminated and diffused; the benefits of the products for teachers, students, employers and administrators; the target population(s) for each product; the objectives of the diffusion plan; describes planned diffusion activities; states the evaluation strategy and impact

FIGURE 7

The Division of Vocational Education's Dissemination/Diffusion Network*


DVE's Bureau of Program Staff Development
DVE's Bureau of Vocational Research, Dissemination, and Evaluation
FSU's Center for Studies in Vocational Education
Program and Staff Development Section
Special Programs Section
Program Implementation Section
Dissemination/Diffusion Section
Diffusion Division
Region I Structure Same as V
Region II Structure Same as V
Region III Structure Same as V
Region IV Structure Same as V
Region V
Regional Program Administrator
Regional Program Consultant, Agri-business
Regional Program Consultant, Business
Regional Program Consultant, Home Economics
Regional Program Consultant, Health/P.Ser.
Regional Program Consultant, Marketing/Distrib.
Regional Program Consultant, Industrial Educ.
Regional Program Consultant, Diversified Occ.
Teacher Educations Center Directors
School District Vocational Education Directors
Community College Occupational Deans
University Vocational Teacher Educators
Vocational Teacher Inservice Programs
Vocational Program Supervisors
Vocational Curriculum Specialists
Vocational Teachers
Vocational Teachers

*Not all of the Bureaus or Sections in the Division of Vocational Education are shown.

assessment to be used with the products; describes the review and approval of the D/D plan; states how the materials will be reproduced and/or purchased, and stored; lists supplemental diffusion materials; states timelines and techniques to be implemented; describes the sources for the necessary financial, human, and materials inputs; and describes follow-up activities. Specific numbers of teachers who are in the target population are determined by the DVE Regional Program Consultants and attached to the D/D plan.

TIME AND COSTS OF VIMAS PROJECTS

One of the original goals of VIMAS was to reduce the time and money involved in acquiring good, competency-based instructional materials for vocational teachers and students. The criteria used in defining quality, competency-based materials for the IMAS survey, the follow-up needs assessment, and the review-selection of materials have been described in previous sections of this paper.

The time required to conduct VIMAS projects has varied according to the acquisition options used (purchased, reproduction of copyrighted materials, and/or development-adaptation) and the scope of each project, usually determined by the number of occupations involved in the vocational course/program, or the number and/or complexity of the objectives involved in the course/program. Discounting the time necessary to conduct the IMAS survey, which is often conducted several years in advance of the initiation of a project, most of the projects reported in this paper took from 12 to 18 months, including contracting the LEA, searching for materials, conducting the review/select procedures, and beginning of the dissemination of the materials to teachers. The shortest project was one where a complete set of competency-based instructional materials was located in another state, copyright release was granted to Florida, and after minor graphic adaptations, reformating, and printing, the materials were in the hands of teachers in seven months. The longest project took more than two years and required the development and adaptation of a considerable amount of materials to meet the competency-based criteria set by DVE. In all, we can say that there has been a decrease, from previous methods, in the time necessary to get instructional materials to teachers. However, the time required to follow systematic procedures and maintain the competency-based parameters

set by the Vocational Education Division is longer than is desirable.

The question of relative costs between the centralized model and the VIMAS approach to acquiring instructional materials is a difficult one in that no cost-benefit ratio comparisons were planned when either model was initiated, hence comparable data were not collected.

In order to describe the general costs involved with VIMAS projects, twelve projects which adhered to the VIMAS model most closely and had complete cost data available were selected (see Table 5) four from the 1978 cycle and eight from 1979. The Cost Summary Sheet and the definitions of cost categories used for compiling these costs data are found in Appendix N. The cost for the 1978 projects were adjusted for inflation by adding 13.3 percent to make them comparable to 1979 projects (see Appendix O for Inflation Index). The inflation-adjusted average cost for all twelve projects was ~~$46,142~~ $45,197, with the 1978 projects costing $49, 128 and the 1979 projects $43,156. Although savings were made in the second year in certain categories of expenditures, because of the differences in the products and numbers of products acquired in each project, it isn't possible to say that costs per project were reduced in the second year.

The Average cost for the five previously discussed centralized development projects (see Table 1) after adjusting from 40.9 percent to 53.1 percent for inflation for the years 1974 through 1979 was $251,390. The average cost for the smaller three projects was $138,855 and for the larger two was $420,194. The average cost for the twelve VIMAS projects was $45,147, or 18 percent of the average cost for the five centralized projects (all costs inflation-adjusted to 1979 dollars).

Another way of viewing VIMAS costs is to compare how much it took Florida to acquire materials (process costs) using VIMAS procedures, as

TABLE 5

Project Costs for Twelve Selected VIMAS Projects

For FY-1978 (7/77 to 6/78) and FY-1979 (7/78 to 6/79)

Adjusted to 1979 Dollars

Project Title/Fiscal Year	Unadjusted Cost	Inflation-Adjusted Cost *	Average Cost/ Fiscal Year(s)
FY-1978			
Child Guidance & Care Services	28,895	32,738	
Industrial Materials & Processes	55,688	63,095	
Practical Nurse	47,854	54,219	
Parts Marketing & Management	41,007	~~46,481~~ 46,461	
TOTAL FY-1978	173,444	196,513	49,128*
FY-1979			
Respiratory Therapy Technician	21,156	n/a	
Marketing & Merchandising I	49,413	n/a	
Air Cond., Refrig. & Heat. Mech.	36,892	n/a	
Ag. Machinery, Equip. Op. & Maint.	70,897**	n/a	
Child Guidance & Care Ser. III&IV	50,257	n/a	
Nursing Assistant	41,009	n/a	
Industrial Electronics	43,818	n/a	
Banking Fundamentals	31,803	n/a	
TOTAL FY-1979	345,245	345,245	43,156**
TOTAL FY-1978 & FY-1979	-	541,758	~~46,142~~ 45,147

* FY-1978 project costs adjusted by 13.3 percent annual inflation to compare with 1979.

** The Agricultural Machinery project was atypical because it had a full-time staff member's salary included; excluding this project, the average FY-1979 project cost would be $39,193.

compared to how much it would have cost if Florida had to develop those same materials.

Table 6 illustrates the process costs incurred by VIMAS (adjusted for inflation to FY-1979 levels) and the estimated process costs (also adjusted for inflation) reported by the outside sources which originally developed the materials acquired in the selected projects. In the ten VIMAS projects shown, a total of 43 products were acquired from outside sources. The original developers reported process costs for 33 of these products, or 77 percent of the total number of products. The total process costs for VIMAS in these ten projects was $261,858, or approximately 9.3 percent of the $ 2,827,685 it cost the original developers to produce the 33 products. A very rough estimate of the costs of the remaining 10 products might be made by assuming that process costs for these products were the same as for the others, and adding 23 percent to the amount spend in the original development, giving an estimated total process cost for 43 products of $3,478,053 to the original developers . The VIMAS process costs of $261,858 is 7.5 percent of the rough estimate ($3,478,053) of the process (development) costs for all 43 acquired products.

Although it is obvious that the VIMAS projects were, on the average, much less expensive than the projects conducted using the single-option development model and that Florida saved a great deal of money by not having to develop all of the products, the meaning of this savings is less clear. In many of the VIMAS projects the materials acquired from outside sources were developed using the same painstaking procedures which DVE used and are comparable to Florida's materials in comprehensiveness and overall quality. However, in other VIMAS projects the materials acquired have been less comprehensive, of unequal quality, and do not provide the continuity which the specially developed materials do. In

TABLE 6

A Comparison of Ten Selected VIMAS Process Costs and the Process Cost of Acquired VIMAS Projects to Original Developers, Adjusted to 1979 Dollars

Project Title	VIMAS Process Costs	Number of Products Acquired From Outside Sources	Number of Products Included In Adjusted Original Development Cost	Adjusted Original Development Cost (b)
Child Guidance & Care Services	29,549 (a)	1	1	85,521
Practical Nurse	29,913 (a)	1	1	267,800
Respiratory Therapy Technician	16,481	1	1	60,255
Marketing & Merchandising I	22,941	6	6	212,650
Air Cond.,Heat.,Refrig. Mechan.	23,668	1	1	102,732
Ag. Machinery, Equip.Op.&Maint.	44,711	15	14	1,628,994
Child Guid.&Care Ser.,III&IV	21,084	3	2	259,012
Nursing Assistant	29,519	5	2	43,485
Industrial Electronics	21,717	3	2	124,259
Banking Fundamentals	22,275	7	3	42,977
TOTALS	261,858	43	33	2,827,685 (c)

a - FY-1978 VIMAS process costs were increased 13.3 percent for inflation to compare with FY-1979 projects.

b - Process costs reported by the original developers were increased for inflation to adjust to FY-1979 levels on the following basis:

1969-6.1 percent; 1970-5.5 percent; 1971-3.4 percent; 1972-3.4 percent; 1973-8.8 percent; 1974-12.2 percent; 1975-7.0 percent; 1976-4.8 percent; 1977-6.8 percent; 1978-9.0 percent; 1979-13.3 percent

c - This total represents costs for 33 of the 43 products acquired from outside sources. By increasing this total by 23 percent to account for the ten products for which no cost data were available, we can make a rough estimate of total process costs for all 43 products of approximately $3,418,053.

this sense, the products of the VIMAS system can be viewed as an acceptable trade-off between comprehensiveness, continuity, and quality, and time and money.

SUMMARY AND CONCLUSIONS

Although innovative applications of commonly used procedures are used throughout the VIMAS system, most of the techniques are not new and are easily recognizeable to the informed observer. The characteristics which distinguish VIMAS from other models are:

1. VIMAS is a comprehensive system of components which work interdependently from the identification of needs to the dissemination and diffusion of the products.
2. The scope of operations of VIMAS is considerably broader than many comparable efforts. Approximately 128 vocational educators helped define "competency-based characteristics" and 280 other established the weighting system for deciding "importance factors"; 2,204 vocational teachers have participated in the Instructional Materials Assessment Survey; 24 different local agencies have been contracted for 52 projects, with 332 teachers and supervisors serving on the project committees; and 360 separate products have been acquired from 77 different sources (see Appendix - P, VIMAS Program Highlights).
3. The system is geared to acquiring both curricular and instructional materials, which make it possible to deliver comprehensive packages of materials which, with some modification for local needs, could form the basis for the core of an instructional program, without a great deal of additional work to develop materials.

Promising new applications of the VIMAS procedures are now being tried. Local "Instructional Resource Specialists" who work with the academically disadvantaged are being trained to adapt the procedures to their needs. A consortium of nine vocational-technical centers has been organized to apply these same techniques to meet their needs, and at the same time, give others in Florida the benefit of their time and efforts. The application of the model has no limits based upon the content of the curricular or instructional materials acquired, as long as the basic assumptions of VIMAS remain valid.

Although major work must be done in the areas of field testing the acquired materials and effectively promoting use of the materials, at this point it is generally agreed that VIMAS has approached its goals of increasing the quantity of high-quality, competency-based instructional materials made available to Florida's vocational educators, and reducing the time and money involved.

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Kromhout, O.M. Florida's Vocational Curriculum System : Needs Assessment and Prioritization. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Ontario, March, 1978.

Kromhout, O.M. and Massey, R.M. The Characteristics of Instructional Materials for Competency-Based Instruction: Perceptions of Instructors, Administrators, and Instructional Designers. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, Massachusetts, April, 1980.

Appendix A - Instrument Used To Determine Criteria for Competency-Based Instruction

Below are listed statements that describe **characteristics that are desirable** in instructional materials **for competency-based education.**

Characteristics

B There are **objectives written directly into the materials,** and the objectives provide clear statements of the required performances.

T The materials contain a system for evaluating students' performances, including **tests** and/or performance checklists that directly measure mastery of the objectives.

V The materials have been field-tested or in some way **validated** so that it is known that the instruction is effective.

C The **content** covered in the materials includes all the necessary knowledges, skills, and attitudes.

P The materials were designed to fit the characteristics and needs of the types of students who will be using them (the student **population**).

L The materials provide or specify appropriate student **learning activities,** practice, and reinforcement for mastery.

I The materials are structured well enough and provide enough student directions to allow open-entry/open-exit, self-pacing, and **individualization.**

M The materials are accompanied by adequate instructor **management** information, such as record keeping forms, course sequencing, and directions for implementation.

Directions: For each pair of characteristics listed below, circle the letter that represents the characteristic that is more important in competency-based instructional materials. Circle **one** letter in **each** pair. Answer on the basis of your own opinions as an educator.

C — I	B — T	C — T	V — C
T — V	I — B	V — B	T — P
P — V	L — M	L — I	B — C
I — T	L — T	P — M	I — M
B — P	I — P	L — B	V — L
T — M	M — V	V — I	B — M
M — C	L — P	C — P	L — C

Instructional Materials Assessment Survey

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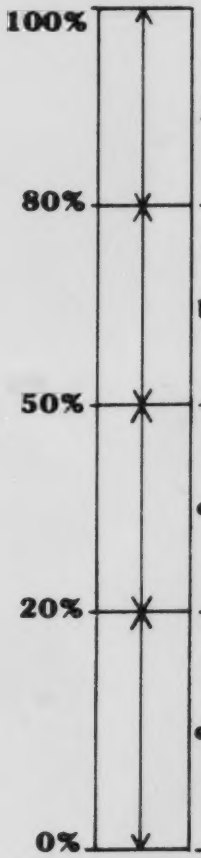
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Directions: This scale is intended to help you judge the **proportion** of your students' instructional materials that match the statements to which you will respond. Remember to base your choice on **all** of the materials your students use in the course you identified in your I.D. number. You should not base your answers on whether you agree with the statements or on what you think your students' materials should be like, but on **what their materials actually are.** These same explanations will apply whenever this scale is used throughout the survey. If you have any questions about the scale, ask your survey leader **before** you begin.



a. strongly agree = This statement *matches* my situation in *most major aspects*. The statement accurately describes approximately *80% to 100%* of my students' instructional materials.

b. mildly agree = This statement *matches* my situation *in more ways than not*, but there are *some differences* between the statement and my situation. The statement accurately describes approximately *50% to 80%* of my students' instructional materials.

c. mildly disagree = This statement *differs* from my situation *in more ways than it matches it*, but there are still *some ways* that the statement and my situation *match*. This statement accurately describes approximately *20% to 50%* of my students' instructional materials.

d. strongly disagree = This statement *differs* from my situation *in most major aspects*. This statement accurately describes approximately *0% to 20%* of my students' instructional materials. This choice includes the situation in which none of my students' materials match the statement.

e. don't know = I don't know and can't find the information easily.

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DVE 505
EXP. 3/31/78

Section 1: Objectives

Part I—Objectives *Separate* from Materials

Directions: **The first five items in this section (Q 1-Q 5) will ask if you have a list of performance objectives available to you that is separate from your students' instructional materials. This list of performance objectives may be a list that you personally made or that was made by someone else, like another teacher, a curriculum committee, or V-TECS. These first five items do not seek information about objectives you might have in your students' materials.**

Q 1 A list of performance objectives that describe what a worker must be able to do in the occupation for which my students are training is available for my use.

☐ a. yes ☐ b. no

Directions: **Follow directions in boxes similar to this one throughout the remainder of the survey.**

If you answered "no" to Q 1, you are finished with Part I of this section of the survey. If you answered "yes" to Q 1, please complete the remaining items through Q 5, then stop.

Q 2 This list of performance objectives is complete; that is, it describes all of the things a worker must be able to do on the job.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 3 This list of performance objectives is up-to-date in describing what a worker must be able to do on the job.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 4 The performance objectives in this list are written behaviorally; that is, each says what a person must be *able to do, under what conditions,* and *how well.*

☐ a. yes ☐ b. no ☐ c. don't know

Q 5 When this list was produced, the performance objectives were checked by a group of workers, teachers, and/or other experts who were familiar enough with the occupation in question to judge whether the performance objectives accurately described what a worker had to do.

☐ a. yes ☐ b. no ☐ c. don't know

S t o p !

Do not work on the remainder of the survey until you are told to do so by your survey leader.

Did you mark your answers on the computer sheet after each response?

Part II—Objectives *in* Materials

All of the remaining items in this questionnaire deal with the characteristics of the instructional materials your students use.

Remember, it doesn't make any difference if your students use one set of instructional materials or several sets. The important thing is that you base your responses on all of the instructional materials that they use in the course you indicated in your I.D. number, including commercial materials, noncommercial materials, and locally produced materials.

Q 6 The instructional materials my students use contain objectives.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Directions: If you checked **d** or **e** in answer to Q 6, you are finished with this section of the questionnaire. If you did not, please continue.

Objectives are stated behaviorally if they say what the student has to do, under what conditions, and how well.

Q 7 The objectives contained in the instructional materials used by students are stated behaviorally.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 8 The objectives contained in the instructional materials that my students use are displayed so that students can easily see them.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 9 The objectives contained in the instructional materials are up-to-date; that is, they closely match what a worker actually has to do on the job.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Instructional materials may contain knowledge, skill, and/or attitude objectives.

A knowledge objective states what a student has to know, such as vocabulary, concepts, and rules.

Q 10 The instructional materials that my students use have *written knowledge objectives* that a student has to accomplish to successfully complete the materials.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

continue to next page

A skill objective states what a student has to physically be able to do to demonstrate a skill.

Q 11 The instructional materials used by my students have written *skill objectives* that state what a student has to do physically in order to successfully complete the materials.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

An attitude objective states an attitude that a student must have. The objective may be worded in terms of the behavior that can be observed when the person has the attitude.

Q 12 The instructional materials my students use have *written attitude objectives* that a student has to demonstrate to successfully complete the materials.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Stop!

You may review this section, but do not work on other sections until you are told to do so by your survey leader.

Section 2: Appropriateness for Your Students

It is important to know if instructional materials are appropriate for a group of students.

One way to judge this is to determine whether materials are intended for use by students in a certain grade range, such as secondary school, vocational-technical school, or community college.

Q 13 The instructional materials my students use are appropriate for their *grade range*.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

A second way to judge if materials are appropriate for a group of students is to determine whether the materials are intended for the same skill level that the students are trying to reach. The preparatory level is one in which students are acquiring entry-level skills. The supplemental level is one in which students are upgrading or updating their skills after already working in the occupation.

Q 14 The instructional materials my students use are appropriate for the *skill level* they are studying to acquire.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Another way to judge if materials are appropriate for a group of students is to determine whether the materials are appropriate for a certain type of student, such as regular students and special students—the mentally handicapped, the physically handicapped, or the educationally disadvantaged.

Q 15 The instructional materials my students use are appropriate for the *type(s) of student* that is/are in my course.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

The reading level of the printed portions of instructional materials is important in judging just how well a set of materials fits the needs of a group of students.

Q 16 The instructional materials are appropriate for the reading level of my students.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

continue to next page

The next question (Q 17) asks you to make an overall judgment of the appropriateness of the instructional materials your students use. As you answer, take into account the grade level, the skill level at which the materials are aimed, the student groups they are intended for, the reading level, and any other factors that you might consider important.

Q 17 Overall, I would say that my students' instructional materials are appropriate for them.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Stop!

You may review this section, but do not work on other sections until you are told to do so by your survey leader.

Section 3: Content and Sequence

A job task analysis helps a developer decide what should be included in and what should be excluded from a set of instructional materials for a specific occupation.

If a job task analysis was conducted to develop a set of materials, references to it will normally be found in the introduction to the materials, the teacher's guide, or in accompanying explanatory brochures or pamphlets.

Q 18 A job task analysis was used to determine the content of my students' instructional materials.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

The content of a set of instructional materials should be the knowledge, skills, and attitudes necessary for a student to be successful in the occupation for which the materials were designed.

Q 19 The content of the instructional materials that my students use covers the *knowledge* (what a person has to know, such as concepts, vocabulary, or rules) necessary for a student to complete my course.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 20 The content of the instructional materials that my students use covers the *physical skills* (what a person has to do) necessary for a student to complete my course.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 21 The content of the instructional materials that my students use covers the *attitudes* (such as safety, neatness, courtesy, etc.) required to complete my course.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 22 The content of the instructional materials is directly related to the tasks identified in the task analysis and/or to an objective.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 23 The content of the instructional materials used by students in my course is reasonably up-to-date as compared to actual conditions in the occupation.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

continue to next page

Q 24 My students' instructional materials are presented in a logical learning sequence that facilitates learning.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

S t o p !

You may review this section, but do not work on other sections until you are told to do so by your survey leader.

Section 4: Teaching/Learning Methods

A major idea in competency-based vocational education is that a student continues instruction until s(he) performs the required task at the preset level of performance. This means that some students will have to repeat instruction or get new instruction until they can perform at the level specified.

Q 25 The instructional materials my students use demonstrate, or specify a procedure for demonstrating, the performances required by the objectives.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 26 The materials specify learning activities in which the students practice the performances required by the objectives.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 27 The instructional materials my students use have a built-in feedback mechanism for correcting a student's performance and for continuing instruction in a task if the student doesn't meet the performance requirements on the first try.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 28 For students who repeat instruction, the instructional materials contain alternate materials that can be used to match a student's learning style.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 29 The instructional materials give step-by-step instructions for what a student has to do in the instructional sequence.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Pacing is the control of the introduction of new instruction in order to match a student's needs.

Q 30 The instructional materials used by my students contain guidelines for student-, teacher-, or proctor-controlled pacing of the students' progress through the instructional materials.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

continue to next page

Diagnostic tools such as pretests can help a teacher to properly place each student in the instructional sequence.

Q 31 The instructional materials used by my students contain diagnostic tools such as pretests that can help a teacher properly place each student in the instructional sequence.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Placing a student in a group when that individual could learn more easily working with others than working alone can help to individualize instruction.

Q 32 The instructional materials my students use indicate specific points where working in groups might make the instruction easier for some students.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

A management plan can help a teacher efficiently use a set of instructional materials.

Q 33 The instructional materials used by my students contain a description of a management plan that can help the teacher use the materials efficiently.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Directions: If you checked **d** or **e** for Q 33, please skip to the "READ" symbol on this page and continue reading there.

Q 34 The materials contain a description of how to use each component in the instructional materials.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 35 The materials contain a description of how to keep track of all necessary instructional materials, tools, and equipment so that instruction can flow smoothly.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

READ A **teacher's role** in a competency-based, individualized course involves spending more time managing and checking each student's instructional program.

Q 36 The instructional materials used by my students contain a description of the role a teacher should play when administering the materials to students.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Directions: If you checked **d** or **e** for Q 36, please skip to the "READ" symbol on this page and continue reading there.

Q 37 The description of the teacher's role includes an explanation of how to check and maintain records on each student's progress through the instructional materials.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

READ

A student's role in a competency-based, individualized course involves depending more on instructional materials for instruction. It also means using some self-tests.

Q 38 The instructional materials my students use describe the role students should play in using the materials.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 39 The students use self-checks, where appropriate, to measure their progress through the instructional materials.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Directions: The next question (Q 40) asks your opinion on the **overall individualization** of your students' materials, including the use of **multimedia materials, mechanisms for continuing instruction, step-by-step instructions, pacing guidelines,** the use of **diagnostic tools,** using **flexible student grouping,** the existence of **management plans,** a description of how to use the **various components,** and the description of **teacher** and **student** roles.

Q 40 The instructional materials that my students use have a built-in teaching/learning method that facilitates individualizing instruction.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

S t o p !

You may review this section, but do not work on other sections until you are told to do so by your survey leader.

Section 5: Evaluation and Testing

Directions: If in Section 1 of this survey you checked **d** or **e** to either **Q 6** or **Q 7**, that is, if your students' instructional materials **did not** have behaviorally stated objectives, skip to the "READ" symbol on this page and continue there.

A **criterion-referenced test** measures an individual's performance as compared to a preset standard or "criterion." The test must reflect the language of the behaviorally stated objective that matches it.

Q 41 The instructional materials that my students use contain criterion-referenced tests that measure the performance stated in the objectives.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Directions: If you checked **d** or **e** for Q 41, please skip to the "READ" symbol on this page and continue there.

Q 42 The materials identify specific points at which the student must demonstrate to a teacher that s(he) can perform the objective at the prestated criterion level.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 43 The materials contain a description of a plan for helping the students and teacher keep track of each student's accomplishment on the criterion-referenced tests.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

READ **Field tests of instructional materials can give developers a chance to revise materials and provide educators with information about the materials.**

Q 44 The instructional materials used by my students were field-tested to see how well students learned from the materials.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

continue to next page

The next item gives you a chance to state your opinion about the overall quality of the instructional materials your students use.

Q 45 I believe that the overall quality of the instructional materials my students use is:

☐ a. very good ☐ b. good ☐ c. poor ☐ d. very poor

S t o p !

You may review this section, but do not work on other sections until you are told to do so by your survey leader.

Section 6: Employability Skills

Employability Skills are the nontechnical knowledge, skills, and attitudes that a person needs to get a job, keep a job, and get ahead on the job. Employability skills are basically the same for all occupations.

Q 46 I have available to me a copy of the "Florida Catalog of Occupational Education Objectives" (published by the Vocational Division in 1973), which lists a set of employability skills objectives that were developed and field-tested in Florida.

☐ a. yes ☐ b. no

Q 47 My students use *instructional materials* that are intended to help them acquire *employability skills*. (If they receive employability skills instruction, but do not use instructional materials, answer "no" and follow the directions.)

☐ a. yes ☐ b. no

Directions: **If you answered "no" to Q 47, please skip to the "READ" symbol on page 16 and continue there.**

Choosing an Occupation is a topic in employability skills that deals with students finding out about themselves, and then relating this information to descriptions of various occupations.

Q 48 The employability skills materials that my students use cover the topic of choosing an occupation.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Searching for a Job is a topic in employability skills that deals with preparing students for job hunting, getting leads on jobs, and making contacts with employers.

Q 49 The employability skills materials that my students use cover the topic of searching for a job.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Applying for a Job is a topic in employability skills that deals with giving students practice in writing resumes, filling out application forms, taking preemployment tests, and interviewing for a job.

Q 50 The employability skills materials that my students use cover the topic of applying for a job.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

81

continue to next page

Developing Good Work Habits and Attitudes is a topic in employability skills that deals with the importance of good work habits, such as performing tasks neatly, obeying safety rules, and following instructions.

Q 51 The employability skills materials that my students use cover the topics of developing good work habits and attitudes.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Managing One's Personal Finances is a topic in employability skills that deals with coping with financial independence by discussing paycheck deductions, taxes, banking, saving, shopping, and credit.

Q 52 The employability skills materials that my students use cover the topic of managing one's personal finances.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Changing Jobs is a topic in employability skills that prepares a student for dealing with promotions, resignations, job losses, and career changes.

Q 53 The employability skills materials that my students use cover the topic of changing jobs.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 54 The *employability skills* materials that my students use contain a list of objectives.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Directions: If you checked **d** or **e** for Q 54, that is, if your students **do not** have objectives in their employability skills materials, please skip to the "READ" symbol on this page and continue reading.

Q 55 The objectives in the employability skills instructional materials are stated behaviorally; that is, they state *what* a person has to do, *under what circumstances*, and *how well*.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

READ

Q 56 These employability skills materials are appropriate for the majority of the students in my course.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 57 The content of my students' employability skills materials is up-to-date in terms of what a worker actually needs to be successful in today's working world.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 58 The employability skills materials that my students use have a built-in teaching/learning method that facilitates individualizing instruction.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 59 The employability skills materials that my students use are accompanied by a management plan that describes how to efficiently administer the materials.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 60 These materials have been field-tested.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 61 The employability skills materials that my students use contain criterion-referenced tests.

☐ a. strongly agree ☐ b. mildly agree ☐ c. mildly disagree ☐ d. strongly disagree ☐ e. don't know

Q 62 I believe that the overall quality of the *employability skills* instructional materials my students use is:

☐ a. very good ☐ b. good ☐ c. poor ☐ d. very poor

READ

Q 63 In which of the following do you teach the course identified in your I.D. number?

☐ a. secondary school ☐ b. vocational-technical center ☐ c. community college

In the following item you are asked to estimate the proportion of special students you actually have in the course you identified in your I.D. number. Special students could include mentally handicapped, physically handicapped, and educationally disadvantaged students (students who read two or more grades below their grade level).

Q 64 The proportion of special students who are actually in my course is about:

☐ a. less than 10% ☐ b. 10-20% ☐ c. 20-30% ☐ d. 30-50% ☐ e. over 50%

Q 65 Students in my course *must* use the following number of sources or sets of instructional materials in order to cover the knowledge, skills, and attitudes required in my course.

☐ a. 1-2 ☐ b. 3-5 ☐ c. 6-8 ☐ d. 9 or more

Appendix C - Importance Factor Weighting Instrument

Directions for filling out the form:

1. **READ** the list of weighting factors. While doing so, think about how important each factor should be in setting priorities on courses for development of instructional materials.
2. **ADD** additional factors to the list, if you wish. For example, you may add the number of teachers or number of schools in which the course is taught. If possible, suggest where the data for that factor might be found.
3. **DISTRIBUTE** 100 points among the factors, including any factors that you added. Points should be distributed to indicate the relative importance of the factors, in your opinion. For example, if you give 60 points to number of students, and 20 points to placement statistics, this means you think number of students should be three times as important as placement statistics in setting priorities for development of instructional materials. If a factor is of no importance to this decision, or is covered within another factor, give it a zero.
4. When you are finished, look over the weights you have assigned. Are you satisfied with the weight of each factor in comparison to all other factors? If not, make adjustments, keeping total number of points equal to 100.

FACTOR	WEIGHT (number of points)
Number of students	
Placement statistics	
Job marke prospects (demand)	
Job earnings	
Cost category	
Other (explain)	
Total	100

Appendix D

VIMAS

Preliminary Information Sheet

Title of Program: _____

Program Number: _____ DVE Program Area _____

Project Manager: _____

Taught In: Junior High/Middle School ____ Vo-Tech Center ____
High School ____ Community College ____

Other _____

Approximate Number of: Students _____ Teachers _____

Programs _____

Significant Information from Preliminary Discussions with the State Program Director and the Regional Consultants:

Length of Program _____

Program Content Outline _____

Program Description _____

IMAS Information _____

Catalog of Objectives/
Tasks/Occupational Analyses _____

Certification/Licensing/
Legal Requirements _____

Descriptors for Search _____

_____

Periodicals Possibly Mentioning
Curriculum Development _____

_____

Possible LEA(s) for Review/Select:

Institution 1. _____ 2. _____ 3. _____

Contact Person _____ _____ _____

County _____ _____ _____

1/18/80

Appendix D

Outstanding Program(s)_____

_____

_____

Tallahassee Area Subject Matter
Expert to Help with Search_____

_____

Possible Committee Members (include those with experience with mainstreamed educationally disadvantaged and EMH/handicapped. Consider subject matter expertise, inclusion of a Regional Consultant on the committee, a teacher educator for the committee, and school level(s) on which the program is offered.)

Name	Business Address	Phone#	Region #
_____	_____	_____	_____
Teacher Trainer	_____		
	_____		
_____	_____	_____	_____
	_____		
	_____		
_____	_____	_____	_____
	_____		
	_____		
_____	_____	_____	_____
	_____		
	_____		
_____	_____	_____	_____
	_____		
	_____		

Name	Business Address	Phone #	Region #

Appendix - E Standardized VIMAS/ DVE Proposal Outline

DVE Program Title

DVE Program Number

a proposal by :

Name of the Local Educational Agency

Submitting the Proposal

submitted to :

The Division of Vocational Education

State Department of Education

_____ _____

(Signature of Authorizing Individual for LEA) (Date)

_____ _____

_____ _____

Appendix - E

A. Nature of the Proposed Project
    1. Introduction
    2. Statement of the Problem
    3. Characteristics of the Proposed Project

B. Need for the Proposed Project
    1. Assessment of Need
    2. Purpose of the Proposed Project
    3. Project Objectives
    4. Target Population

C. Procedures for the Proposed Project
    1. Timelines for the Proposed Project
    2. Project Committee
    3. Generalized Project Model and Procedures
    4. Role of the Center for Studies in Vocational Education
    5. Ownership of the Products and/or Processes Resulting from the Proposed Project
    6. Credits and Acknowledgements
    7. Compliance with PL 94-482 (Educational Amendments of 1976, Title II)

D. Personnel
    1. Local Director (Optional)
    2. Local Coordinator
    3. VIMAS Project Manager
    4. Secretary

E. Budget

Appendix - A DVE Program Description

Appendix - B Criteria for Quality, Competency-Based Materials

Appendix - C PL 94-482 Compliance Statement

Appendix - D Copyright Disclosure Statement

HOTEL LODGING SERVICES - SPECIALIST/MANAGEMENT

TEACHER SURVEY

DIRECTIONS: Please express your opinions about the hotel lodging services materials you are now using and your needs for instructional materials by completing this survey.

For the purposes of this survey instructional materials are materials used by students such as books, tests, modules, cassette-tapes, checklists, filmstrips, etc. Instructional materials do not include equipment, magazines, teacher guides or bibliographies.

Each instructor who teaches any of the content described in the attached program description, should fill out the survey and return it, in the envelop provided, to The Center for Studies in Vocational Education not later than June 10, 1980. Should you have any questions, contact the project coordinator, Mr. Paul Shelton, Mid-Florida Technical Center - 305/855-5880.

NAME _____
Last First Middle

SCHOOL _____

COUNTY _____

OFFICE PHONE _____

If this survey represents a consensus of two or more instructors at your institution, please list their names below.

NAME Last	First	MI	Course	Course Number

Appendix - F

PROGRAM TITLE: Hotel and Lodging Services - Specialist/ Management

DOE PROGRAM NUMBER

SCHOOL DISTRICTS: 4682

COMMUNITY COLLEGES: 1.22.1105

PROGRAM OBJECTIVE: This program is designed to prepare persons for specialist/management level employment or to retrain or maintain persons employed, or that have been employed, in the field of hotel and lodging services. This program should provide competencies necessary to insure employment under such job titles as: hotel manager, convention manager, resident manager, sales representative, and lodging facilities manager.

PROGRAM DESCRIPTION: Instruction provides competency development related to the various hotel and lodging functions and tasks performed by supervisory and/or specialist/management personnel which include those competencies necessary for supervision of employees, room sales, dining room service, bellman duties, training techniques, convention sales, customer services, promotional techniques, finance, risk management, and hotel law. These competencies are necessary for employment at the supervisory and/or specialist/management level in establishments engaged in furnishing lodging, lodging and meals, convention facilities, camping facilities, and other accommodations on a year-round or seasonal basis to the general public and to special groups, such as an organization's membership.

In addition, this instructional program should provide instruction in: (1) the functional areas of merchandising, advertising, display, selling, marketing operations, and marketing management; (2) the basic, social and employability skills of human relations, communications, merchandising mathematics, psychology of consumer behavior, and business ethics; (3) the specific product/service technology of the management of: housekeeping services, front office and cashiering operations, PBX operations, and auditing and posting operations; and (4) the essential understandings of an economic environment which includes channels of distribution, the free enterprise system, consumer concepts, and marketing job opportunities.

The activities of the Distributive Education Clubs of America, when provided, are included as a part of the instructional program.

Appendix - F

TEACHER SURVEY

HOTEL LODGING SERVICES - SPECIALIST/MANAGEMENT

PART ONE

Good competency-based instructional materials have performance objectives, learning activities, checklists and tests.

What are your opinions about most of the student materials you are presently using?

Read each question below and check the opinion that suits you best.

Questions About Student Materials	Yes	No	Don't Know Don't Understand
1. Do most of the materials have objectives which provide clear statements of desired student performance?	☐	☐	☐
2. Are performance objectives usually stated in precise terms and consist of three parts: performance (does what?), conditions (given what?), and standard (how well?).	☐	☐	☐
3. Do the materials include test items that measure mastery of the objectives which require written responses?	☐	☐	☐
4. Do the materials include checklists that measure mastery of the objectives which require performance of hands-on activities?	☐	☐	☐
5. Do the learning activities in most of the student materials match the performance objectives? (Skip this item if no objectives are provided.)	☐	☐	☐
6. Do the materials provide practice and self-checks related to the objectives?	☐	☐	☐
7. Is the content complete and up-to-date?	☐	☐	☐
8. Are the materials accompanied by adequate teacher management information, such as record keeping ideas, course planning, and implementation directions?	☐	☐	☐
9. Are most of the materials useful for open-entry/open-exit, self-pacing, and individualization?	☐	☐	☐
10. Are most of the materials easy to read, interesting, and motivating for most students?	☐	☐	☐

PART TWO

This part asks you questions about the content of the instructional materials you use.

TAKEN AS A WHOLE, how well do your instructional materials cover each content area?

Read each statement below, and place a check mark in the box which best describes the materials you are now using.

Content Area	Very well	Adequately	Inadequately	Not a part of my program
A. Hotel Management				
1. Principles of Management				
2. Hotel/Motel organization & administration				
3. Introduction to Hotel management & the hospitality industry				
4. Personnel Management				
5. Hotel Law				
6. Insurance & Risk Management				
7. Financial Management				
8. Tourism				
9. Internship				
10.				
11.				
12.				
B. Technical Specialist Skills				
1. Front Office Management				
2. Maintenance & Engineering				

Appendix - F

Part Two - continued

Content Area	Very well	Adequately	Inadequately	Not a part of my program
3. Sanitation				
4. Marketing & Sales				
5. Executive Housekeeping				
6. Food & Beverage Control				
7. Supervisory Housekeeping				
8. Security & Property Control				
9. Food & Beverage Production				
10. Food & Beverage Management & Services				
11. Convention Management & Services				
12.				
13.				
C. Executive Development				
1. Human Relations				
2. Communication				
3. Community Relations				
4. Customer Relations				
5.				
6.				
D. Other (Please add)				
1. Spahish for Hotel/ Motel Employees				
2.				
3.				
4.				

PART THREE

This part asks you to describe your instructional needs. Please respond to the questions below.

1. What is the minimum reading level required, if any, for students of your program?

- ☐ None Required
- ☐ Below 4th Grade
- ☐ 5th to 7th Grade
- ☐ 8th to 10th Grade
- ☐ 11th to 12th Grade

2. Approximately what percent of your students are physically handicapped?

- ☐ None
- ☐ 1-9%
- ☐ 10-19%
- ☐ 20-29%
- ☐ 30-49%
- ☐ More than 50%

3. Approximately what percent of your students are mentally handicapped?

- ☐ None
- ☐ 1-9%
- ☐ 10-19%
- ☐ 20-29%
- ☐ 30-49%
- ☐ More than 50%

4. Approximately what percent of your students are educationally disadvantaged, i.e., deficient in basic skills such as reading, oral or written communication and/or mathematics?

- ☐ None
- ☐ 1-9%
- ☐ 10-19%
- ☐ 20-29%
- ☐ 30-49%
- ☐ More than 50%

Part Three - continued

5. Overall, what do you feel are the primary instructional material needs (not equipment) in your program?

Appendix - F

PART FOUR

What instructional materials are you presently using? Please list any commercial or non-commercial texts, student and teacher guides, catalogs of objectives, self-developed materials, and any other materials. Include audio-visuals such as TV tapes, films, cassettes, transparencies, slides, etc.

Author(s)	Title	Publisher or Source

INSTRUCTIONAL MATERIALS REVIEW FORM

Name of reviewer_____

Title of the materials (complete and exact)_____

_____

(If possible, attach copies of title page for materials you've collected yourself.)

Author(s) [complete name(s)]_____

_____

Publisher (name, city, state)_____

_____

Copyright date_____ Publication date_____

Do not take a great amount of time to do this. Circle "Yes" or "No" before each item below. If necessary, make additional comments after the question.

Yes No 1. Is the content up-to-date?

Yes No 2. Is the content comprehensive, i.e. does it adequately cover a significant portion of the program objectives?

Yes No 3. Are skill (psychomotor--"do") objectives stated in the student materials?

Yes No 4. Are knowledge (cognitive--"know") objectives stated in the student materials?

Yes No 5. Are attitude (affective--"feel", "value") objectives stated in the student materials?

Yes No 6. Are tests included for assessing student knowledge?

Yes No 7. Are checklists or rating scales included for assessing student skills?

Yes No 8. Do the tests/checklists match the objectives? (Answer only if you answered "Yes" to numbers 6 or 7).

Yes No 9. Do the learning activities match the objectives?

Yes No 10. Do the materials provide frequent practice and/or self-check questions related to the objectives?

Yes No 11. Is there any indication that the materials have been field tested to show that the instruction is effective? (Look in introduction to teacher materials to find this information.)

Yes No 12. Do the materials seem to be written at the appropriate reading level for the students who will be using them?

Yes No 13. Do the materials seem to be written at the appropriate interest level for the students who will be using them?

Yes No 14. Are there directions to students telling them what to do, when to do it, and where to do it? (For individualization purposes.)

Yes No 15. Are there management suggestions in the teacher's section; i.e., are there suggestions for how to use the materials and how the students are to go through the materials?

Yes No 16. Are the materials free of bias with respect to age, sex, race, religion, or national origin? (Use guidelines provided.)

Yes No 17. Are drawings, photographs, and/or other visuals included which are necessary to the accomplishment of the instruction?

Yes No 18. Is there a table of contents and/or an index in printed materials which will enable teachers and students to locate subject matter readily?

Yes No 19. In your opinion, are these materials good enough to be adopted as they are for student use?

Yes No 20. In your opinion, are these materials worth adapting for this program? (Answer only if you answered "No" to number 19.)

Circle the "Yes" or "No" before each item and/or fill in the information, when appropriate.

Yes No 21. Are the materials self-contained; i.e., do not require (depend upon) outside information sources (print, cassettes, slides, etc.)? If not, list the number of books, magazines, etc. required to implement the course/program.

_____

_____

_____

Yes No 22. Is audio-visual material required to properly use the materials you are reviewing? List the number and types of audio-visuals required to implement the course/program.

_____

_____

_____

Yes No 23. Is equipment required to properly use the materials you are reviewing? List the number and types of equipment.

_____

_____

_____

24. List the weaknesses you found in the materials.

25. List the strengths you found in the materials.

A Checklist for Evaluating Materials

TITLE PAGE

The research reported herein was performed to a contract No. 300760460 with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

- Are only females presented as gossips?
- Are only women shown as vain and especially concerned with their appearance?
- Are only females presented as fearful and in need of protection? (e.g., She wasn't able to work late and walk home at night.)
- Are only males shown as capable, aggressive and always in charge?
- Are only males shown as brave and relentlessly strong?
- Do only males consistently display self-control and restraint?
- Are opportunities overlooked to present a range of emotional traits for females and males?
- Are women and men assigned the traditional roles of males as breadwinner and females as caretaker of home and children?
- Is a woman's marital status stated when it is irrelevant and when the same information about the man is not available (e.g., Mr. Clark and Mrs. Brown were co-workers.)
- In a family where both adults work is it assumed that females are responsible for indoor housekeeping chores and males are responsible for outdoor lawn and car chores?
- If a couple work together in a business is it assumed that she will assist him (e.g., Mary does bookkeeping and secretarial chores while Dan decides policy and attends to any heavy work.)?
- Is information included about family relationships which is not relevant to the task (e.g., Jane Dawson, mother of four, is the new supervisor)?
- Has the writer overlooked opportunities to present equality in occupational or social roles?

AUDIO/VISUAL MATERIALS

- Are male voices used consistently to narrate audio material?
- Are female voices used only when dealing with traditionally female occupations, such as child care?
- Do illustrations of males outnumber those of females?
- Do the illustrations represent mainly young, attractive and preferred body types both in composite pictures as well as in the body of the material?
- Is the text inconsistent with the illustrations (e.g., a sex-fair text illustrated with sexist graphics)?
- Are the illustrations stereotyped (e.g., male mechanics and female teacher aides)?
- Are women shown caring for the home and children while men earn the income?
- When children are illustrated in role rehearsal, are their behaviors and aspirations stereotyped?
- Are women and men commonly drawn in stereotyped body postures and sizes with females shown as consistently smaller, overshadowed, or shown as background figures?
- Does the artist use pastel colors and fuzzy line definition when illustrating females and strong colors and bold lines for males?
- Are women frequently illustrated as the cliché dumb broad or child-woman?
- Are graphs and charts biased, using stereotyped stick figures?
- Are genderless drawings used in order to avoid making a statement or to appear to be sex-fair?
- Are bosses, executives and leaders pictured as males?
- Is only an occasional token woman pictured as a leader or in a nonstereotyped role?
- Has the illustrator missed opportunities to present sex-fair images?

PHYSICAL APPEARANCE

- Are females described in terms of their physical appearance, and men in terms of accomplishment or character?
- Is grooming advice focused only on females and presented as a factor in being hired (e.g., advice to secretaries — "proper girdles to firm buttocks")?
- Is a smiling face considered advisable only for a woman in many occupations?
- Are only men presented or described in terms of accomplishment or character rather than appearance?
- Are only men presented as rarely concerned with clothing and hairstyle?
- Are men shown as taller and more vigorous, women as smaller and more fragile?
- Are women presented as more adroit with a typewriter than a saw?
- Are men presented as dextrous and at ease with tools and machines and baffled when confronted with a filing cabinet?

Appendix - H Bias Statement

Sample Statement

The materials which have been adapted/developed and/or recommended for purchase have been reviewed using appropriate sections of the guidelines provided to the committee by the VIMAS Project Manager. Attached are the citations of all instances, if any, in the instructional materials which we feel may not comply with the requirements of PL 94-482 Educational Amendments of 1976, Title II, which is intended to " ... insure that ... curricula do not reflect stereotypes based upon sex, race,or national origin ... "

_____
Local Project Coordinator

_____
Title of the Project

_____
Contracted Agency

Appendix - I

INFORMATION FOR THE BIBLIOGRAPHY

A. FORMAT

1. Packaging (check one)

___ Single Piece (item)
___ Set of Related Items
___ Other (specify)_____

2. Type of Material (check all appropriate items)

a. Printed materials

___ student module(s)
___ catalog of competencies/objectives
___ programmed text
___ student workbook
___ textbook, traditional
___ tests (paper and pencil)
___ performance checklists
___ teacher's guide
___ transparency masters
___ other (specify)_____
_____
_____

b. Audiovisual materials

___ records
___ cassettes
___ filmstrips
___ slides
___ transparencies
___ films __8mm __super 8 __16mm
___ single concept loops
___ videotapes
___ other (specify)_____
_____
_____

c. Other materials (describe)

_____
_____

B. CONTENT

1. Subject Matter

_____
_____
_____
_____

2. Outstanding Characteristics

_____
_____
_____
_____

C. AUDIENCE

1. Who Will Use It?

___Students ___Administrators
___Teachers ___Other (specify)_____
_____

2. Special Learning Needs

Is the material particularly appropriate for a student with a special learning need?

___YES (check appropriate items) ___NO

___Mentally handicapped
___Physically handicapped (specify)_____
_____
___Educationally disadvantaged
___Other (specify)_____
_____

3. Grade and Reading Level

a. Intended student grade level

___middle/junior high school (7-9)
___senior high school (10-12)
___post secondary (13-14)

b. Estimated reading level

___difficult
___average*
___easy

(*"average" means appropriate for most students in the program)

D. COST (if known)

_____

Appendix - J Copyright Disclosure Statement

I, _____, writer of _____
(Name - Type or Print) (Name

_____ , state that
of the Material)
I have made known to the Center for Studies in Vocational Education, Florida Educator's Information Service (FEIS) every instance in this material where copyrighted material has been used.

_____
Writer's Signature

_____
Title

_____
Title of the Project

_____
Name of Institution Represented

THE CENTER FOR STUDIES IN VOCATIONAL EDUCATION
Florida State University
2003 Apalachee Parkway
Tallahassee, Florida 32306
(904) 644-2440

M E M O R A N D U M

TO: (Division of Vocational Education Liaison Person)

FROM: (Name of Project Manager)

RE: Request for Authorization to Acquire VIMAS Product

DATE:

On the reverse side you will find a description of a recommended VIMAS product. Please indicate your decision on this request and return it to Dr. Lathrop. If the request is denied, please indicate your reasons in the space provided.

M E M O R A N D U M

TO: Robert L. Lathrop (Director of CSVE)

FROM: John F. Crittenden (DVE Liaison Person)

RE: Response on Request for Authorization

DATE:

I approve the request to acquire the VIMAS product described on the reverse side. _____

I do not approve the request to acquire the VIMAS product described on the reverse side _____ for the following reason(s):

Append1 :K

Number _____ of a Total of _____ Products.

V I M A S CONCURRENCE FORM

1. VIMAS Project Title: _____

_____

2. Purchase _____ Reproduce _____ Acquire Free Materials _____

3. Budget Number _____ Approximate Cost _____

4. Title/Citation _____

_____

_____

5. Quantity Per Component (specify by title): _____

_____

_____

_____

6. Special Instructions (editing, graphics/art, typesetting projected target date for delivery of materials, other specifications):

_____

_____

_____

_____

7. Initiated by PM _____ Date __/__/__

Concurrence D/D _____ Date __/__/__

Concurrence FEIS _____ Date __/__/__

Concurrence Publications _____ Date __/__/__

8. If D/D, FEIS, or Publications do not concur with anything on this concurrence memorandum, please explain the problem in the space provided and return this form to the Project Manager.

_____

_____

_____

Appendix - L Standardized VIMAS Recommendations Form
[Cover to be filled in by Project Coordinator]

REPORT AND RECOMMENDATIONS

TO THE

DIVISION OF VOCATIONAL EDUCATION

Project: Name of Project

Submitted by: Name of School
Contracted LEA

Signature of Coordinator
Name, Local Project Coordinator
Name of institution
City

signature
Name, Project Manager
Center for Studies in Vocational Education
Florida State University
Tallahassee, FL

Advisory Committee Members

Name
School
City

Name
School
City

Name
School
City

Name
School
City

Month, Year

5.0 Recommendations and Rationales

5.1 RECOMMENDATIONS FOR PURCHASE OF MATERIALS

A. Complete title(s) of materials recommended for purchase:

_____

_____

_____

_____

B. Name and address of publisher(s):

_____

_____

_____

_____

C. Publication date(s): _____

_____

_____

D. Description of the materials: _____

_____

_____

_____

E. Rationale for the purchase of the materials: _____

_____

_____

_____

5.1 (cont.)

F. Cost of the materials: _____

_____

_____

G. Recommended distribution plan:

Target Population(s): ____ Community or Jr. Colleges

____ Vocational-Technical Centers

____ High Schools

____ Correctional Institutions

____ Other (specify)_____

____ Teachers ____ Number of sets per teacher

____ Students

____ Other (specify) _____

H. Suggested delivery date to DVE: _____

5.2 PRINTING RECOMMENDATIONS

A. Complete title(s) of materials recommended for printing:

_____

_____

_____

_____

B. Minor alterations or adaptions to be made in materials: _____

_____

_____

_____

_____

C. Suggested delivery date of materials: _____

D. Printing specifications:

a. Number of pages: _____

b. Type of cover stock: ____ Heavy

____ Light

____ Shiny finish

____ Dull finish

____ No preference

c. Inside pages: Size _____

Printed one side or two sides? _____

Drilled or perforated? _____

Placement of page numbers _____

Dividers required? _____
(specify type)

_____

5.2 (cont.)

d. Binding:

____ Spiral

____ Saddle-stitched

____ Shrink-wrapped

____ Stapled in upper left corner

____ 3 staples down one side

____ Perfect binding (like V-TECS catalogs)

____ Other (specify) _____

E. Recommended distribution plan:

Target population(s):

____ Community or Jr. Colleges

____ Vocational-Technical Centers

____ High Schools

____ Correctional Institutions

____ Other (specify) _____

_____

____ Teachers ____ Number of sets per teacher

____ Students

____ Other (specify) _____

H. Suggested delivery date to DVE: _____

5.3 ADAPTION RECOMMENDATIONS

A. Type of materials to be adapted: _____

_____

_____

B. Description of materials to be adapted (length, format, etc.): _____

_____

_____

_____

C. Rationale for adaption of materials: _____

_____

_____

_____

_____

_____

D. Time frame within which materials are to be written (give dates): _____

_____

E. Name(s) of person(s) recommended to do the work: _____

_____

_____

_____

F. Recommended support services:

a. ____ Copyright clearance
b. ____ Typing
c. ____ Editing
d. ____ Graphics

Recommended agency to supply each service:

a. _____
b. _____
c. _____
d. _____

5.3 (cont.)

e. ____ Composing e. _____

f. ____ Printing f. _____

g. ____ Other (specify) g. _____

_____

G. Recommended distribution plan:

Target population(s): ____ Community or Jr. Colleges

____ Vocational-Technical Centers

____ High Schools

____ Correctional Institutions

____ Other (specify) _____

_____

____ Teachers ____ Number of sets per teacher

____ Students

____ Other (specify) _____

H. Suggested delivery date to DVE: _____

5.4 VALIDATION RECOMMENDATIONS

A. Complete title(s) and publisher(s) of materials recommended to be validated:

B. Description of validation procedures:

[Explain to the committee: SME review, one-to-one trials, small group trials, large group trials, time involved for each type, advantages and disadvantages of each type.]

C. Materials and resources needed:

[Meeting place, opinionnaire, copies of the materials in draft form, etc.]

D. Time frame for validation (give dates):

E. Rationale for validation:

F. Agency and/or person(s) to conduct validation:

5.5 INSERVICE RECOMMENDATIONS

A. Who should receive inservicing?: _____

_____

_____

_____

B. Rationale for inservicing: _____

_____

_____

_____

C. Type of inservicing required (orientation, training, etc.): _____

_____

_____

_____

D. Time period(s) for inservicing (number of days or hours): _____

_____

E. Person(s) to conduct the inservicing: _____

_____

_____

F. Description of any materials to be developed or purchased as needed for the inservicing activities:

_____

_____

_____

G. Recommended components of the inservice training: _____

[This might include activities, grading system, tips for individualizing, etc.]

5.6 ADDITIONAL RECOMMENDATIONS

[This can be recommendations for revision in five years, long-range uses of the materials, a caution about the currency of the subject matter over a period of time, etc.]

Diffusion and Dissemination Plan
Practical Nursing Instructional Materials
For Health and Public Service Education

I. In response to the survey of all Practical Nursing programs in Florida, two instructional packages are being disseminated by the Division of Vocational Education to appropriate personnel in Health and Public Service Education. Nursing Skills for Allied Health Services, developed by the University of California, consists of two volumes of instructional material which have a high correlation to the Florida V-TECS Catalog. Two check lists accompany these volumes. This product will be disseminated to all instructors of Practical Nursing. The second package, Assisting with Nutritional Needs, was developed in Florida. It has three (3) components: Student Option A, Student Option B, and Instructor's Guide. This package is a sample of a unit of individualized, competency-based instruction, including criterion-referenced tests. It demonstrates the use of the V-TECS Catalog in designing instruction. The unit is based on three related V-TECS performance objectives with the addition of the necessary enabling knowledge objectives. This module will be disseminated to all instructors of Practical Nursing, Health Service Aide, Nurse Aide and Cooperative Health Occupations Education and to each RN-AD program.

A. Benefits

1. Teachers

a. Provide each Practical Nursing teacher with an instructional reference which correlates.

b. Define precisely the characteristics of an individualized instructional module for delivering competency-based vocational education.

c. Provide the manner in which student competencies can be measured.

d. Provide basic information necessary to develop other individualized instructional materials.

e. Provide two samples of competency-based instruction that can be duplicated and used in the classroom.

f. Provide learning activities and a list of resources for instructional use in assisting with nutritional needs.

2. Students

   a. Provide objectives and learning activities to attain the skills and knowledge to assist with nutritional needs in health and public service occupations.

   b. Provide criterion-referenced tests for competencies necessary to assist with nutritional needs.

   c. Provide list of resources useful in attaining skills and knowledge to assist with nutritional needs.

3. Employers and General Public

   Assist potential employers in determining precisely what skills and knowledge a potential employee possesses upon entering employment.

4. Administrators

   a. Provide a program approach for practical nursing programs.

   b. Articulate the practical nursing program in the area of assisting with nutritional needs.

B. Target Population of Nursing Skills for Allied Health Services

1. Licensed Practical Nursing teachers

2. District Supervisors of the general occupational field

3. Regional Consultants for Health and Public Service

4. Occupational Program Director

5. Teacher Educators

C. Target Population for Assisting With Nutritional Needs modules

1. Teachers of Licensed Practical Nursing.

2. Local Directors of Vocational Education.

3. District Supervisors of the general occupational field.

4. Community College Deans of Occupational Education.

5. Directors of Area Vocational-Technical Centers.

6. Teachers of Special Education Centers.

7. Teachers in the Division of Corrections.

8. Teachers in the Division of Youth Services.

9. Teachers from the Health Service Aide, Cooperative Health Occupation, Nurse Aide, Fundamentals of Health Occupations.

10. DOE Regional Program Consultants from the Health and Public Service Education.

11. Other appropriate Vocational Division Staff.

RN Programs

II. Diffusion Plan

A. Objectives

1. To make target group members aware of the materials, their source, content, validity, application and use.

2. To generate interest in the materials on the part of target group members.

3. To persuade target group members to use at least portions of the materials on a trial basis.

4. To assure acceptance of the materials by members of the target group.

5. To achieve implementation and institutionalization of the materials through integration of its contents into the appropriate curriculum area.

B. Diffusion Activities

1. After the target population has been identified by the Occupational Program Director, the D/D section will develop and circulate a draft of a D/D plan for the materials. Upon approval by the Occupational Program Director and other appropriate persons, the plan will officially be put into operation.

2. The Occupational Program Director will prepare and reproduce a memo to be sent by the D/D Section to all members of the target population. This memo will describe the materials and their application as well as anticipated dissemination activities.

3. The D/D section will forward a copy of the materials to the Occupational Program Director and Regional Consultants immediately following publication so that

they will have the opportunity to discuss the material's content and application, relationship to other curriculum materials, and plan for local dissemination activities at a timely program unit meeting. The D/D section will provide consultant service at this meeting if it is required.

4. The Occupational Program Director working with the Regional Program Consultants will organize a statewide meeting of all teachers of Practical Nursing. This meeting will serve as an inservice training for using these instructional materials. This meeting will take place in late fall or early winter. Publication Receipt forms will be returned for all participants who received materials. The D/D Section will ship blank copies of these forms with the materials shipped to the workshop site.

5. Each Regional Program Consultant working with local administrators will develop and provide the D/D Section with a brief statement of anintended Regional plan for dissemination of these materials to the other target populations named elsewhere in this plan. This dissemination will occur through a series of inservice workshops. The Regional Appendices will include anticipated workshops dates and quantities of materials needed.

   a. Regional Program Consultants will request appropriate quantities of competencies and supplemental materials for the local workshops from the Dissemination/Diffusion Consultant in sufficient time to have them available for workshops and will specify destination and recipient. The Consultant will also request sufficient copies of other appropriate materials to supply workshop participants who may not have them.

   b. Records of the workshop, including a list of participants, publication receipts, and any comments will be forwarded to the Dissemination/Diffusion Section through the Regional Consultant.

   c. Following each workshop, the Regional Program Consultant will evaluate its effectiveness and adjust the approach to improve the effectiveness of the succeeding ones.

C. Evaluation of Strategy by Dissemination/Diffusion Section

1. The Dissemination/Diffusion Section will periodically assess the progress made in the dissemination of the competencies being disseminated by other than the workshop method by comparing reports made by the Regional Program Consultants and the number of Publication Receipts submitted against the schedule established in the Regional Appendix to the Dissemination/Diffusion Plan.

2. For those target group members for whom workshops are conducted, the Dissemination/Diffusion Section will:

   a. Determine that local workshops are scheduled and conducted in a timely fashion by trained Regional Program Consultants and local disseminators.

   b. Determine the number of target group members actually attending the workshops by comparing attendance lists with original target group lists.

   c. Accumulate and evaluate comments from the Regional Program Consultants, local administrators, and teachers on the effectiveness of diffusion strategies and suggestions for improved strategies.

D. Impact Assessment

1. Regional Program Consultants will determine the application being made of the competencies in programs during regular program visitations.

2. The Dissemination/Diffusion Section will develop a simple questionnaire to be completed by target group members six months after initial dissemination workshops are conducted.

III. Dissemination Plan

A. Review and Approval

1. The Occupational Program Director will review the material content for adequacy and accuracy.

2. The Division Director and Bureau Chiefs will grant approval for printing.

3. Prior to being submitted to the printer, the publication will be reviewed by the Dissemination/Diffusion Section for compliance with DOE printing regulations.

B. Production

1. Career Education Center will have provided the required number of copies as specified and delivered to D/D Section by December 15, 1978.

2. The materials will conform to the following:

   a. Cover and introductory statements will be in conformance with DOE Publications Procedures Handbook, April 1973.

   b. DOE requirements for credits and acknowledgements will be followed (DOE Publications Procedures Handbook).

   c. DOE copyright procedures will be followed.

   d. Text will appear on both sides of pages.

C. Short and long term storage requirements will be established by D/D Section.

D. Supplemental Diffusion Materials

1. The Occupational Program Director will provide to the D/D Section the appropriate mailing list or labels addressed to the target group members.

2. The Dissemination/Diffusion Section will prepare the necessary forms and supply them in sufficient quantities for the dissemination and diffusion activities requirement.

   a. Workshop Attendance List Form
   b. Workshop Evaluation Form
   c. Publication Receipt Form
   d. Impact Assessment Questionnaire

E. Distribution Deadlines

1. The Dissemination/Diffusion Section will distribute the Occupational Program Director's memo one week after the receipt of the printed material or at a time specified by the Occupational Program Director.

2. Ten copies of the material will be provided by the Career Education Center to the D/D Section for planning purposes as early as possible and at least 30 days prior to the initial local dissemination. Two copies will remain in the D/D office for reference, and eight copies will be used by the program area personnel (Occupational Program Director, et al) to prepare regional D/D activity plans.

3. The material and the necessary workshop forms and materials will be delivered by the D/D Section to the locations specified by the Regional Program Consultant three workdays prior to planned dissemination activities.

F. Distribution Techniques

1. Supplemental Awareness Memos

Copies of the memo from the Occupational Program Director will be mailed to target group members by the D/D Section in keeping with the distribution deadline.

2. Workshop Materials

a. Appropriate number of the competencies, attendance sheets, workshop evaluation forms, etc. will be shipped to the specified locations by the Dissemination/Diffusion Section.

b. Local transportation of all materials will be the responsibility of the Regional Program Consultant.

c. Copies for new teachers and teachers who missed workshops will be handled by mail from the D/D Section through Regional Program Consultant, who will assure that the recipient receives an orientation to the competencies and completes a Publication Receipt Form.

G. Dissemination Resource Budget

1. Financial

a. D/D Section funds will be used for mailing of awareness memos.

b. D/D Section funds will be used for distribution costs of competencies and other materials to the Regions.

c. D/D Section budget will be used to cover D/D staff travel to attend those local workshops where assistance is requested.

d. Regional Office Budget will be used to cover Regional Program Consultant travel to attend and conduct local workshops or perform other local dissemination activities.

e. Any payment for travel or other expenses for local workshop directors and/or target group members attending workshops will be the responsibility of the local education agencies.

f. D/D Section budget will be used for mailing to fulfill subsequent requests for the competencies.

2. Human

a. D/D Section will provide staff to develop D/D plans, assist in setting up and conducting workshops, analyzing impact, and coordinating D/D activities.

b. Regional offices will provide services of Regional Program Consultants to assist in conducting workshops, impact assessment, and evaluation.

3. Time

a. D/D Section will provide staff time to develop the D/D plan and supplemental workshop materials, assist in workshops, and handle follow-on materials requests, impact analysis, etc.

b. Regional offices will provide Regional Program Consultant time to conduct and participate in workshops, impact assessment, etc.

c. D/D Section will provide staff time for preparation and mailing of awareness memos and shipment of the competencies.

d. Local educational agencies will provide time for target group members to attend workshops.

4. Material

a. CEC will provide the modules.

b. Public meeting facilities will be used for workshops.

c. D/D Section will provide supplemental workshop forms and materials.

H. Dissemination Impact Assessment 128

1. The D/D Section determine from Workshop Attendance Lists the percentage and categories of target group members reached through the initial workshops.

2. The D/D Section determines from requests for additional Competencies and Publication Receipt records submitted by Regional Consultants and local administrators, the percentage of remaining target group members reached.

3. The Regional Program Consultant will determine workshop effectiveness from informal analysis of workshop evaluation forms.

4. The Regional Program Consultant will adjust plans, schedules, workshop content, notification techniques as necessary in accordance with above determinations.

IV. Follow-On Activities

A. Evaluation

1. An evaluation plan and documentation will be provided by the Evaluation Section.

2. Region Offices will provide assistance on the part of Regional Program Consultants to assist in the evaluation.

B. Follow-on Dissemination and Diffusion

1. The D/D Section will direct the shipment or mailing of materials to local educational agencies for continued local D/D activities for new teachers and stragglers.

2. D/D Consultants will assist Regional Program Consultants in local follow-on D/D activities as requested.

3. Regional Program Consultants will assist local educational agencies in D/D activities, assist D/D Consultants in impact assessment, and the Evaluation Section in evaluation activities.

Appendix - M

11/2/78

TARGET POPULATION ADDENDUM

PROJECT TITLE VIMD (Vocational Instructional Materials Development)

PUBLICATION TITLE Assisting With Nutritional Needs - Modules A & B and Instructor Guide

ANTICIPATED AVAILABILITY DATE December 15, 1978

REQUIRED QUANTITIES AND DISTRIBUTION (Complete categories appropriate to this publication only):

NUMBER	POPULATION	RESPONSIBLE
* 385 (632 copies of modules)	Teachers from following disciplines: Practical Nurse (214); Health Service Aide (58); Nurse Aide (62); Coop. (38); R.N. Programs (23); (SEE BELOW **)	Reg. Con.
	(Number of teachers by region: Region I 36; Region II 47; Region III 71; Region IV 98; Region V 133)	
* 3	Teacher Educators	D/D
--	District Vocational Education Directors	D/D
* 10	District Supervisors	Reg. Con.
--	Occupational Deans of Community Colleges	D/D
10	DOE Regional Program Directors and Consultants	D/D
--	Area Vocational-Technical Centers	D/D
35	ERIC, FEIS, State Libraries	D/D
--	Special Education Centers	D/D
5	Division of Corrections	D/D
5	Division of Youth Services	D/D
10	Appropriate DVE Staff	D/D
15	D/D Section files	D/D
20	Career Education Center	D/D
* 252	Teacher turn-over	D/D
--	For sale	D/D
3	State Board of Nursing	O.P.D. for H.O.
1,000	TOTAL TO BE PRINTED	

*Numbers to be provided by Occupational Program Director.

STORAGE OF CATALOGS:

25 copies at Career Education Center
975 copies in D/D Section
--- OTHER (explain) _____

Other Specific D/D Requirements: **Each Practical Nurse instructor is to receive two (2) copies of the student modules and one (1) instructor's gui Each Nursing Program is to receive two (2) copies of the student modules and two (2) instructor's guides. All othe groups receive one (1) copy of both modules and instructor guide.

RN

Appendix - M

TARGET POPULATION ADDENDUM

PROJECT TITLE VIMD (Vocational Instructional Materials Development)

PUBLICATION TITLE Nursing Skills for Allied Health Services

ANTICIPATED AVAILABILITY DATE July 18, 1978

REQUIRED QUANTITIES AND DISTRIBUTION (Complete categories appropriate to this publication only):

NUMBER	POPULATION	RESPONSIBLE
*230	Teachers from following disciplines: Practical Nursing	Reg. Con.
	(Number of teachers by region: Region I 24; Region II 21; Region III 43; Region IV 52; Region V 74)	
* 3	Teacher Educators	D/D
--	District Vocational Education Directors	D/D
*10	District Supervisors	Reg. Con.
--	Occupational Deans of Community Colleges	D/D
5	DOE Regional Program Consultants	D/D
--	Area Vocational-Technical Centers	D/D
3	FEIS	D/D
--	Special Education Centers	D/D
--	Division of Corrections	D/D
--	Division of Youth Services	D/D
2	Appropriate DVE Staff: (1) OPD and (1) Youth Consultant	D/D
--	D/D Section files	D/D
1	Career Education Center	D/D
* --	Teacher turn-over	D/D
43	For sale	D/D
--	DCT Instructors	O.P.D.for D.O.
3	State Board of Nursing	O.P.D.
300	TOTAL TO BE PURCHASED	

*Numbers to be provided by Occupational Program Director.

STORAGE OF CATALOGS:

--	copies at Career Education Center
ALL	copies in D/D Section
--	OTHER (explain)

Other Specific D/D Requirements: This reference book was distributed as part of field testing procedures for development of ASSISTING WITH NUTRITIONAL NEEDS Modules.

Appendix - N Cost Study Category Definitions

VIMAS - COST SUMMARY SHEET

PROJECT TITLE _____ YEAR(S) _____

LEA GRANT: GRANT net amount granted to Local Education Agency(minus returned funds and local purchase/printing) $_____

ADDENDUM $_____

CARRY-OVER FUNDS (FY-) $_____

Funds provided through the previous year's grant and used in project

CSVE PERSONNEL: PROJECT MANAGER- percent of time for all Project Managers; multiplied by salary + fringe; times year(s) $_____

FEIS PERSONNEL - total FEIS salaries and fringe, divided by no. of projects/FY = average cost/FY $_____

CSVE PRODUCTION (NOT IN PROMO) $_____

Editors,Visual Designers;Production Manager salaries+fringe;each project rated high, medium,low production; 3 categories assigned % of total dollars $_____

OTHER PERSONNEL

graduate students + secretary , divided by no. of projects; add consultants/ appro. proj.

CSVE OVERHEAD COSTS: VIMAS STAFF OVERHEAD $_____

travel, room rent, equipment rental, communication/shipping,quick printing,copying, computer, telephone, supplies, equipment purchase, indirect costs $average/project

FEIS STAFF OVERHEAD

same categories; sample materials for review/select meetings; averaged per project

REPRODUCTION: REPRODUCTION OF ALL PRODUCTS $_____

actual cost of reproduction, including final proofing, paste-up; includes costs of bibliographies, where appropriate.

PURCHASE: PURCHASE OF ALL PRODUCTS $_____

actual costs of purchase, excluding sample materials for review/select meetings

SUB-TOTAL PROJECT COSTS $_____

ADMINISTRATIVE DEVELOPMENT COSTS FOR VIMAS:

VIMAS SYSTEM DEVELOPMENT $_____

N.A. for projects studied

OTHER VIMAS FUNDED ACTIVITIES $_____

N.A.

TOTAL PROJECT/VIMAS COSTS $_____

N.A.

COMMENTS: footnotes explaining addenda, carry-over funds, and use of funds, as well as reference where additional documentation can be found.

_____

_____

_____

_____

Appendix - O Inflation Index

The following data on inflation were quoted by personnel of the Florida Department of Commerce, taken from the Consumer Price Index (CPI) for all urban consumers, for all items. The CPI data were obtained from the U.S. Department of Labor, Bureau of Labor Statistics' " Monthly Update ".

Year	Average Yearly Percentage CPI Inflation Rate
1969	6.1
1970	5.5
1971	3.4
1972	3.4
1973	8.8
1974	12.2
1975	7.0
1976	4.8
1977	6.8
1978	9.0
1979	13.3

VOCATIONAL INSTRUCTIONAL MATERIALS ACQUISITION SYSTEM (VIMAS)

PROGRAM HIGHLIGHTS

December 1, 1981

Number of VIMAS Projects

Since its inception in February, 1977, VIMAS has worked on 52 priority projects for the Division of Vocational Education (DVE), 40 of which are completed, or near completion.

Broad Participation In VIMAS

Approximately 2,204 vocational education teachers have participation in the Instructional Materials Assessment Survey, the needs assessment arm of VIMAS, which provides direct teacher participation in DVE's selection of its priority programs. An additional 153 vocational education administrators, program developers, and teacher educators participated in the prioritization by weighting the importance factors which DVE uses in setting priorities. Approximately 332 vocational educators will have served (including FY-1982) on committees which review existing materials and make recommendations to DVE about their acquisition. Fifty-two contracts have been made between DVE and local education agencies which host the review/select meetings (21 contracts to six different universities; 9 contracts to five different vo-tech centers; 7 contracts to seven different community colleges; and 15 contracts to seven different school districts). (See Table I.)

Productivity of VIMAS

Three hundred and sixty (360) separate curricular (teacher) or instructional (student) products have been acquired in the completed VIMAS projects. Although some of these products are as simple as pamphlets or brochures, many are complete sets of competency-based instructional materials with multiple components. (See Table II.)

Avoiding Development With VIMAS

In general, developing materials from scratch is more expensive and takes longer than adapting something which already exists. Purchasing or acquiring materials for free is cheaper and faster than adaptation, and reprinting materials with minor adaptations is less expensive than major adaptations and much cheaper than development. More than 90 percent of all VIMAS products were acquired using procedures which avoid development from scratch. (See Table II.)

Appendix - P

Sources of VIMAS Materials

State Departments of Education (19) have been the most common source of materials acquired through VIMAS. More than seventy-six different institutions, organizations, and publishers have provided materials for VIMAS acquisitions, either through direct purchase, by allowing the duplication of copyrighted materials, or free of charge. (See Table III.)

Costs of VIMAS

A cost analysis was conducted on twelve VIMAS projects selected from fiscal years 1978 and 1979. After adjusting the costs for inflation to 1979 levels, the average cost per project, including the acquisition of copies of all products for each teacher/program represented in the statewide target populations, was $45,147. On the average, more than two-thirds (68.21%) of the money expended went to local education agencies in the form of finished instructional materials and direct grants by DVE. The average cost of using VIMAS procedures, rather than the "develop from scratch" methods, which had been used in five previous, large-scale development projects, was only 18.04 percent of what these previous efforts had cost, and was much faster. Using available estimates from the original sources of the materials, and adjusting costs to 1979 levels, it was roughly estimated that in ten of the projects studied, VIMAS acquired materials which had cost the original developers $3,478,053, with a total process cost to VIMAS of $261,858. This is 7.5 percent of what it would have cost Florida to develop equivalent materials, assuming all other factors were the same.

For additional information about VIMAS, write the VIMAS Coordinator, Center for Studies in Vocational Education, Florida State University, 2003 Apalachee Parkway, Tallahassee, Florida 32308, or telephone 904/644-2440.

Appendix - P

TABLE I

VOCATIONAL INSTRUCTIONAL MATERIALS ACQUISITION SYSTEM (VIMAS)
PROJECTS BY CONTRACT YEAR, CONTRACTED LOCAL EDUCATION AGENCY,
TYPE OF LEA, AND DVE REGION
(2/77 - 8/81)

Year	Project Title	Contracted Local Education Agency	Type of LEA				DVE Region
			Uni.	Vo-Tech.	CC	Dist.	
77-78	Dairy & Beef Cattle	University of Florida	*				II
	Bus.Educ.Level I Comps.	Duval County				*	II
	Practical Nursing	Broward County				*	V
	Child Guid.&Care Services	Florida State University	*				I
	Industrial Materials&Pros.	Florida State University	*				I
	Parts Marketing/Mngt.	St. Pete Vo-Tech Institute		*			IV
	Spanish Emp.Skills Series	Dade County				*	V
	Sarasota Stud.Ctr.Series	Sarasota County				*	IV
78-79	Ag.Machine/Equip.Op.&Main.	University of Florida	*				II
	Bus.Educ. Levels II&III,Pt.1	Pasco-Hernando Com. Col.			*		IV
	Nursing Assistant	Orange County				*	III
	Respir.Therapy Technician	Miami-Dade Com.Col.,Med.Campus			*		V
	Child Gd.Care Ser.Lev.III,IV	Florida Jr. Col., North Campus			*		II
	Air Cond.,Refrig.,&Heat Mech.	Pinellas Vo-Tech Institute		*			IV
	Industrial Electronics	Lively Area Vo-Tech Center		*			I
	Market.&Merchandising I	Florida Atlantic University	*				V
	Banking Fundamentals	Florida Jr. Col., Kent Campus			*		II
	Recreation&Tourism(IDECC)	Florida Atlantic University	*				V
	Spanish Emp.Skills Series	Dade County				*	V
	Sarasota Stud.Center Series	Florida State University	*				I
79-80	Nat.Resources&Wildlife Con.	University of Florida	*				II
	Bus.Educ.Levels II&III,Pt.II	Florida International University	*				V
	Health Service Aide	Hillsborough County				*	IV
	Family Living	University of West Florida	*				I
	Electric Wiring	Marion County				*	III
	Industrial Electricity	Lively Area Vo-Tech Center		*			II
	Power Mechanics	Florida A & M University	*				I
	Marketing Spec./Mgmt.Devel.	Indian River Community College			*		V
	Recreation&Tourism(IDECC)	Florida Atlantic University	*				V
	Special Educ./EMH	Florida State University	*				I
	Spanish Emp.Skills Series	Florida State University	*				I
80-81	Ag.Supplies&Services	University of Florida	*				II
	Bus.Educ.Comps.,Level IV	Seminole Community College			*		III
	Criminal Justice Aide	Sheridan Vocational Center		*			III
	Health Ser.Aide(educ.disad.)	Orange County				*	III
	Food Production&Services	Broward County				*	V
	Air Cond.,Refrig.,Heat Mech.	Pinellas Vo-Tech Institute		*			IV
	Electric Wiring/Indus.Elec. (for educationally disadvan.)	Lively Area Vo-Tech Center		*			I
	Hotel & Lodging Services	Mid-Florida Tech. Institute		*			III
	Recreation&Tourism(IDECC)	Florida Atlantic University	*				V
	Special Educ./EMH	Florida State University	*				I
	Entrepreneurship	Florida State University	*				I

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TABLE I (continued)

Year	Project Title	Contracted Local Education Agency	Type of LEA				DVE Regio
			Uni.	Vo-Tech.	CC	Dist.	
81-82	Farm Management	University of Florida	*				II
	Fund. of Health Occupations	Pinellas County				*	IV
	Food Mangt.Prod.&Services	Broward County				*	V
	Com.Foods&Culinary Arts	St. Pete Vo-Tech Institute		*			IV
	Safety-Related Materials	Hillsborough County				*	IV
	Fashion Markt.;Fashion Markt. Spec./Mngt.	St. Pete Jun.Col.,Clearwater			*		IV
	Recreation & Tour (IDECC,	Florida Atlantic University	*				V
	Diversified Coop Trng. I	Broward County				*	V
	Entrepreneurship	Florida State University	*				I
	Math Comps./Build.Trades	Duval County				*	II
		TOTAL TYPE LEA CONTRACTED	21	9	7	15	

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TABLE II

ACQUISITION OPTIONS* USED IN TWENTY-SIX SELECTED VIMAS PROJECTS
(2/77 - 8/81)

Of the forty completed VIMAS projects, twenty-six closely fit the general project model, which gives the Division of Vocational Education (DVE) four alternative options* for acquiring the materials identified by the committee of vocational experts: (1) multiple copies of materials may be purchased without any changes; (2) multiple copies may be acquired free of charge, and used as they are; (3) minor adaptations (such as graphic/art design modifications) or major adaptations (for example, restructuring the physical composition of the materials, major editorial work, or substantive changes in the instructional procedures or content) may be made to copyrighted materials with the author's consent, and then reproduced in multiple copies; (4) and, when no materials are found that can be purchased, acquired free, or adapted, they may be developed to fit the specific need. The acquisition options are not mutually exclusive, and are often used together on the same project.

Table II shows the number of times each option was used in the selected twenty-six VIMAS projects. A total for the number of options, per project, which required reproduction of materials is also indicated. Including the large Natural Resources and Wildlife Conservation project, a total of 360 separate acquisition options were exercised by DVE; approximately 90 percent of the time costly development from scratch was avoided. Twenty-six (26) percent of the options required some reproduction of materials.**

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TABLE II (continued)

Project Title	Acquisition Options Used: Purchased	Free	Adapted	Developed	Total Reproduction
Practical Nursing	1	-	-	1	1
Child Guidance & Care Services, I	1	-	-	-	0
Industrial Materials & Processes	-	-	1	-	1
Parts Marketing/Management Training	-	-	1	1	2
Ag. Machinery Equip. Oper. & Maint.	15	-	-	1	1
Nursing Assistant	5	-	-	2	2
Respirator Therapy Technician	1	-	-	1	1
Child Guid. & Care Services, II&III	3	-	1	1	2
Air Condition., Refrig.,&Heat. Mechan.	-	-	1	1	2
Industrial Electronics	2	-	-	1	1
Marketing & Merchandising I	6	-	-	-	0
Banking Fundamentals	4	1	1	1	2
Family Living	3	-	6	1	7
Electric Wiring	2	-	1	1	2
Fundamentals of Power Mechanics	1	-	1	2	3
Marketing Spec./Manage. Development	2	-	1	1	1
Industrial Electricity	2	-	-	1	1
Natural Resources & Wildlife Conserv.	140	25	30	15	45
Health Service Aide	1	-	3	1	4
Agricultural Supplies & Services	15	-	-	1	1
Criminal Justice Aide	2	-	1	2	3
Health Service Aide/Academ. Disadvan.	7	-	2	-	2
Food Production & Services	4	-	2	1	3
Air Cond.,Refrig.,&Heat.Mech./Job Sheets	1	-	2	-	2
Elec.Wiring/Indus.Elec.for Academ.Disad.	6	-	2	-	2
Hotel & Lodging Services, Spec. Manage.	17	-	-	1	1
TOTAL TIMES EACH OPTION USED	241	26	56	37	92
PERCENT OF TOTAL OPTIONS	67%	7%	16%	10%	26%

* An option may indicate the acquisition of a single product, such as a brochure, textbook, or filmstrip, or it may be a multiple-component product under one title. For example, in the Fundamentals of Power Mechanics project, the purchase option represents the purchase of 198 transparancy masters and the adaption option represents the reproduction of 225 separate modules.

** If the atypical Natural Resources project is not included, the percentage of options requiring development rises to 15 percent. However, if bibliographies, which require relatively little development are excluded from the total (they are included in the table) the proportion becomes 91.5 percent no-development and 8.5 percent of the options require development.

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TABLE III

A PARTIAL LIST OF SOURCES OF MATERIALS ACQUIRED THROUGH THE VOCATIONAL INSTRUCTIONAL MATERIALS ACQUISITION SYSTEM (2/77 - 8/81)

Departments of Education	Other Institutions, Organizations, and Publishers
Arizona	Allied Health Professions Project
California	American Association for Respiratory Therapy
Florida	American Association for Vocational Instructional Materials
Indiana	American Bankers Association
Kentucky	American Health Care Association
Louisiana	American Hotel and Motel Association
Michigan	American Institute of Banking
New Jersey	American National Red Cross
New York	American Red Cross Association
North Carolina	Broward County Board of Public Instruction, Florida
North Dakota	Capital Area Career Center, Mason, Michigan
Ohio	Clemson University
Oklahoma	Dade County Board of Public Instruction, Florida
Oregon	Delmar Publishers
Pennsylvania	East Texas State University
South Carolina	Family Planning Council of Southeast Pennsylvania
Texas	Florida Department of Agriculture and Consumer Affairs
Utah	Florida Department of Natural Resources
West Virginia	Florida Game and Freshwater Fish Commission
	Florida Vocational Journal
	Florida Wildlife Magazine
	French-Bray Printing Company
	Georgia Department of Natural Resources
	Gregg/McGraw-Hill Book Company
	Hillsborough County, Board of Public Instruction, Florida
	Hobar Publications
	Illinois Department of Conservation
	Interstate Distributive Education Curriculum Consortium
	John Deere Service Publications
	Klein Tools
	Mid-America Vocational Curriculum Consortuim
	Minnesota Instructional Materials Center
	Mississippi State University Cooperative Extension Service
	National 4-H Council
	National Rifle Association
	National Wildlife Federation
	Ohio Agricultural Education Curriculum Materials Service
	Ohio State University
	Pennsylvania Game Commission

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TABLE III (continued)

Other Institutions, Organizations, and Publishers
Pinellas County Board of Public Instruction, Florida
Sarasota County Board of Public Instruction, Florida
Sierra Club
Small Business Administration
South Carolina Wildlife Magazine
Temple University
Texas A & M University
University of Florida Cooperative Extension Service
University of Georgia Cooperative Extension Service
University of Tennessee Agricultural Extension Service
University of Texas
U.S. Bureau of Prisons
U.S. Department of Agriculture - Forest Service
U.S. Department of Agriculture - Soil Conservation Service
U.S. Department of Health, Education, and Welfare
U.S. Department of the Interior
U.S. Department of Transportation
Veteran's Administration Hospital, Tuscaloosa, Alabama
Wildlife Management Institute